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ABSTRACT

This curriculum bulletin has been developed to assist kindergarten teachers who work with bilingual five-year-olds. It contains activities which are appropriate for this age which relate to his cultural background and which deal with concepts within his immediage range of experiences. The handbook includes details on such topics as early childhood education and the bilingual approach, curriculum design, characteristics of the five-year-old, activities of teacher aides, suggestions for bulletin boards and room arrangements, suggested daily schedules and plans, strategies and suggestions, resource and activity units, resource material in Spanish, and the construction of various teaching aids. A bibliography is included. (Author/VM)

ED 059636

KINDERGARTEN BILINGUAL RESOURCE
HANDBOOK

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Developed by the
LUBBOCK PUBLIC SCHOOLS
Lubbock, Texas
1969-70
Revised 1971

ED IRONS, SUPERINTENDENT

Developed under the Direction of
The Department of Instruction
and the
Department of Special Projects

JAY GORDON
Assistant Superintendent for Instruction

FLOYD HONEY
Director of Special Projects

U.S. DEPARTMENT OF HEALTH, EDUCATION
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Produced & Disseminated by the
NATIONAL CONSORTIA FOR BILINGUAL EDUCATION

JOHN PLAKOS, DIRECTOR
NATIONAL CONSORTIA FOR
BILINGUAL EDUCATION
6745-A Calmont-West Freeway
Fort Worth, Texas 76116

JULIUS TRUELSON, SUPERINTENDENT
FORT WORTH INDEPENDENT SCHOOL DISTRICT
Fort Worth, Texas

FL002888

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FOREWORD

The National Consortia for Bilingual Education is a special E.S.E.A. Title VII project funded by the U.S. Office of Education through the Fort Worth Independent School District. The mission of the Consortia is fourfold:

- To identify, package, and field test materials to meet the unique needs of bilingual education programs throughout the nation.
- To provide information services concerning effective methods for improving bilingual and bicultural learning achievement and self concept.
- To provide information relative to testing, tests, test norms, test procedures and test utility.
- To provide continuous information concerning the needs of learners, educators, and the community.

During its first year of operation (1970-71) the Consortia conducted an extensive assessment of the materials needs of the Title VII bilingual education programs (see Report of Survey Findings: Assessment of Needs of Bilingual Education Programs, National Consortia for Bilingual Education, June, 1971). From this assessment came a determination of the languages, grade levels and subject areas in which materials are most widely needed. A first step in filling these high priority needs is the current effort to 1) identify needed materials that have been developed by bilingual projects, universities, etc., and 2) reproduce and disseminate these materials to other bilingual education programs.

The dissemination of this Kindergarten Bilingual Resource Handbook is a part of this effort. Your comments and suggestions regarding this product will be welcomed.

John Plakos
Director
National Consortia for
Bilingual Education

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Grateful acknowledgment is given to parents, other school personnel, and the community for their support and encouragement of the project.

PHILOSOPHY OF EDUCATION FOR THE LUBBOCK PUBLIC SCHOOLS

With a dynamic society such as ours making constant and changing demands on education, it is necessary that periodic studies of the curriculum be made to see that the offerings of the school are meeting the common and individual needs of children and youth. The focal point to begin such a study seems to be a further look at the educational philosophy. After an evaluation of the philosophy is made, it is often found that the educational concepts need to be redefined in the light of recent studies and practices. Without a statement of guiding principles, a study of the curriculum would be aimless. The philosophy should combine not only the ideal but the practical--goals to be attained as well as practices fundamental to the school program--and should give direction and unity to the procedures of curriculum development.

I. Child Growth and Development

Since each child develops mentally, physically, socially, emotionally, and spiritually at his own rate, his growth is a continuous process which can be aided and directed, but not hurried. In planning experiences and in adapting materials and methods to meet individual growth patterns, the school must guide the child at his own rate of maturation and learning.

II. Curriculum

The curriculum consists of all the experiences a child has while under the direction or sponsorship of the school. Since children differ in interests, attitudes, and abilities, it is the responsibility of the school to provide a well-organized, flexible, and varied program of classroom and out-of-class experiences and activities which meet the needs of boys and girls at their respective levels of development. These educational experiences should provide them with understandings, habits, attitudes, appreciations, and ideals, as well as the knowledge and skills necessary for living successfully, usefully, and happily in our American democratic society.

III. The school should educate for democracy and should develop citizens competent and diligent in assuming the obligations, responsibilities, and privileges of citizenship. It can do this best by direct teaching of the meaning of democracy; creating opportunities for student participation in democratic living; providing democratic classroom organization and procedures; and providing opportunities for the development of necessary skills, attitudes, understandings, and appreciations to fit students for effective citizenship in a democracy.

IV. Moral and Spiritual Values

The school should provide experiences to develop moral and spiritual values that are essential for a well-integrated personality satisfactory to one's own self and to society. These values should be of such a nature that, when applied to human behavior, they will exalt and refine life and bring it into accord with accepted standards of conduct approved in our democratic culture. Such values as courage, integrity, kindness, fair play, dependability, self-discipline, a deep appreciation for the rights of others, and reverence for a Supreme Being are basic to all educational objectives and are shared by all religious faiths. The concepts that persons, not material things, are the deepest concern of society, and that love, not force, is the path toward human betterment, stem from a deep respect for human beings, and can become real through experiences in acts of cooperation and shared responsibility.

PURPOSE OF THIS HANDBOOK

This curriculum bulletin has been developed to assist kindergarten teachers who work with bilingual five-year-olds. It contains activites which are appropriate to this age youngster, which relate to his cultural background, and which deal with concepts within his immediate range of experiences.

The 1969-70 Bilingual Kindergarten Program operated in five classrooms at three schools in Lubbock, Texas. The teachers taught three hours each morning with an additional hour spent in planning and in parent conferences. Each afternoon was devoted to staff and curriculum development. It is from the curriculum planning, logging of activities, and compiling of activities that this dissemination handbook was developed. It is not intended that a kindergarten teacher should depend on this publication as a course of study. Instead, it should be used only as a collection of resources and suggestions. This handbook was revised and expanded in the 1970-71 school year.

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EARLY CHILDHOOD OPPORTUNITIES AND THE BILINGUAL APPROACH

Throughout this handbook, an effort has been made to describe the five-year-old and the philosophy on which the public school seeks to build the kindergarten program. Activities and suggestions are explored which are consistent with the idea that "the best preparation for tomorrow is to live fully today." It is this awareness that best sums up the planning that the teacher makes for individuals within the group.

Kindergarten is an opportunity to capitalize on the curiosity, spontaneity, flexibility, and energy of the youngster. This year may be the most influential force in the school life of the child. It is here that he can be an individual who is fully accepted and who is involved in activities which are meaningful to him. Yet there is the opportunity to gain social living skills and attitudes as he interacts with others in the classroom environment.

Schedules, time limits, and coverage of materials are meaningless to the kindergarten youngster. His world is too big for such limitations. Some routine and some pacing of activities may be helpful, but each moment of the day should be available to the youngster for pursuits which offer optimum growth and development.

The teacher's task is, in essence, one of pupil-teacher planning. Throughout the day, the teacher will be attuned to what the child is telling her--both in action and in word. She must listen. She must fulfill the role of motivating the child, of providing opportunities for exciting experiences to occur at just the right time, and of encouraging the child through her affection, her approval, and her acceptance of him.

The tool of bilingualism can be especially meaningful to many children in the Southwest who, though they frequently know some English, largely spend their early years in the home environment in which the dominant spoken language is Spanish. Thus, a language gap may develop for the child who does not know enough of the second language to communicate comfortably in school.

The school should make provisions for acceptance of the child's dominant language, for opportunity to increase the fluency of the mother tongue as well as the second language, and for inclusion of identifiable elements of the cultural heritage of the child. Through these efforts, the youngster's concept of himself and of his capabilities, may be improved.

A BILINGUAL ELEMENTARY EDUCATION PROGRAM

The purpose of this program is to meet the unique educational needs of children who come from an environment in which English is not the dominant language.

This bilingual education project which began with a preschool program in the 1969-70 school year proposes to continue vertical expansion of the program by extending bilingual education upward through the fourth grade as adequate personnel becomes available through staff development and as competency and curriculum materials are developed for dissemination.

Plans are to develop a model program which can be readily replicated by other school systems. Activities will be logged and curriculum materials will be developed for dissemination.

Among the goals which have been set for the program as these:

1. To teach the child more effective use of his native language
2. To teach the child in his native language and in English and to increase the effectiveness with which he communicates in both languages
3. To improve the child's self-concept and to impart knowledge of and pride in his cultural heritage
4. To alleviate the educational handicap of language deprivation through providing early childhood experiences based on the bilingual approach
5. To continue instruction in two languages in all or part of the curriculum through the elementary grades with the ultimate objective of developing the capacity to learn effectively through instruction in English
6. To improve academic achievement and to decrease the incidence of failure and dropout

CURRICULUM DESIGN

Basic Objectives

DATES	LANGUAGE	HEALTH & SAFETY
Fall	The child will . participate orally in his native language in informal and structured situations. . identify himself. . identify --common animals --common sounds --basic colors --parts of the body --basic geometric shapes.	The child will . develop adequate bathroom habits. . relax during rest period. . participate in snack time. . wash hands, brush teeth and attend to personal neatness. . cross the street safely. . play safely on the playground.
Winter	The child will . expand his native language through increased pronounciation skills, vocabulary and sentence length. . begin using sentence patterns and vocabulary in English for a short period each day*	The child will . state several home safety practices. . relate illness prevention practices. . observe safety and health practices during food preparation periods.
Spring	The child will . select the language he desires in non-directed periods of the day. • ask questions, give answers, make greetings, describe events and make statements in simple sentence patterns in English.	The child will . convey instructions about safety and health to others. . observe rules of accident and illness prevention in daily activities.

*Commences in January.

DATES	NUMBER CONCEPTS	LITERATURE
Fall	The child will . develop the language of relationships in Spanish. . develop the concepts of positions, space, size, and shape. . identify, observe, compare and describe these concepts.	The child will . listen during storytime. . respond verbally in choral rhymes and stories. . choose picture books during non-directed periods.
Winter	The child will . develop language of number 0-6 in Spanish . conceptualize numbers concretely through 6. . develop awareness of processes involved in identifying, describing and enumerating sets.	The child will . engage in creative storytelling in Spanish --from his own experiences --from motivating picture, etc. . choose books during non-directed periods. . choose puppets during non-directed periods.
Spring	The child will . develop the language of relationships and concrete number 0-6 in English. . become increasingly precise and accurate in number concepts through 6.	The child will . repeat some dialogue of stories in English. . continue to choose books, rhymes, fingerplays, etc., in Spanish. . tell stories creatively in both languages.

DATES	PHYSICAL EDUCATION	ART
Fall	The child will . participate in creative and directed play. . observe safety rules in physical activities. . begin observing some rules in simple games.	The child will . participate in creative expression. . explore several media . observe cautions in handling and storing materials.

DATES	PHYSICAL EDUCATION (Continued)	ART (Continued)
Winter	The child will . become increasingly skilled in ability and number of locomotor gymnastic and rhythmic activities. . make choices of activies utilizing newly-learned skills. . begin to engage for longer periods of time in an activity.	The child will . seek materials independently in order to engage in art activities. . make decisions as to best media to use. . choose art activities during unstructured periods.
Spring	The child will . play cooperatively for short periods of time. . involve himself in individual or group play. . become increasingly skillful in basic movement, skills, and motor control. . play games utilizing English vocabulary.	The child will . use greater number of media and colors. . reproduce human form drawing in greater detail. . use art as a means of expressing feelings.

DATES	MUSIC	SOCIAL STUDIES
Fall	The child Will . participate in rhythmic movements. . listen to short musical stories and selections. . join in simple songs in chorus.	The child will . identify himself. . relate his choices of toys, pets, etc. . identify his family and their roles. . express his feelings about himself and his belongings, about others and about things in his environment.

	MUSIC (Continued)	SOCIAL STUDIES (Continued)
Winter	The child will . clap or beat drum to even rhythm. . be able to sing somewhat longer phrases of songs. . make suggestions as to favorite songs.	The child will . become acquainted with the school personnel. . relate the roles of the school personnel. . express excitement at the holiday season. . role play activities of others.
Spring	The child will . suggest singing games and rhythms which he particularly enjoys. . independently explore xylophone or bells. . sing in group or individual situations.	The child will . become acquainted with the physical neighborhood. . become aware of the community helpers. . relate roles of people in the neighborhood. . become increasingly skilled in critical thinking, and making generalizations about environment.

DATES	SCIENCE
Fall	The child will . name the body parts. . relate function of body parts and senses. . respond to seasonal and weather influences on clothing. . relate concepts of shapes to environment and self. . observe and describe changes in food during food preparation activities.
Winter	The child will . relate different foods needed to keep healthy. . be aware of how physical growth can be measured. . generalize about growth needs and care of animals. . predict what will happen in food preparation.

SCIENCE (Continued)

Spring

The child will
- make observations from field trips and outside environment.
- make observations about animals and pets and weather.
- notice growth changes in plants.
- contrast winter to spring.
- demonstrate some ability to classify, measure, identify, compare, and predict.

CHARACTERISTICS OF THE FIVE-YEAR-OLD

Study of the characteristics of children at different age levels is basic to planning the program activities for young children. Awareness of the fundamental needs and interests of children is essential to planning the daily program and suitable methods of meeting objectives.

Each child is unlike any other child. However, he grows and learns according to a broad general pattern. All growth is continuous and follows an orderly sequence, but it continues in varying rates for each individual child. Growth is cumulative, with each state of development influencing the stages which follow. As children grow at their own particular rates, there are marked individual differences among children. It is normal for a preschool class to be composed of children who possess characteristics common to children who are four, five, or six years of age.

The following characteristics normally describe the five-year-old child:

Physically

- Grows rapidly.
- Is active but tires easily.
- Has a short attention span.
- Has better control over large muscles than small muscles.
- Generally has developed hand preference.
- Has difficulty focusing eyes sharply on an object; is usually far-sighted.
- Is experimenting with language.
- Is susceptible to communicable diseases and common colds.

Intellectually

- Is interested in the why, the how, the here, and the now.
- Is learning to listen purposefully and without interruptions.
- Is highly imaginative and creative.
- Is curious about the world in which he lives.
- Learns through use of the five senses.
- Learns by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning.
- Learns through concrete and direct experience rather than abstract learning.
- Has limited powers to organize, to generalize, and to draw relationships.
- Talks almost constantly; is developing vocabulary rapidly.
- Enjoys repetition and routine.
- Needs satisfaction of finishing what he starts.

Socially

- Is interested in himself; self-reliance and self-dependence are increasing; self-criticism is appearing.
- Is ready and anxious for new experiences.
- Seeks companionship of other children; forms intense, short-lived friendships.
- Is an attentive observer or eager participant.
- Is ready to share and work with others.
- Is curious about his world as it relates to him.
- Is eager to gain approval.

Emotionally

- Needs a sense of belonging.
- Needs a feeling of security; fears new experiences.
- Has a strong emotional link with home and family.
- Is growing in emotional stability.
- Is developing a self-image.
- Is developing inner self-control.
- Is developing sex identity.
- Is learning sex role.
- Is usually happy, but moods change rapidly.
- Wants and seeks adult help; is anxious for adult acceptance.

ACTIVITIES OF TEACHER AIDES

The teacher aide in the preschool program is especially important to the teacher and to the child. The aide performs tasks that not only help the teacher but make the child feel that he is accepted, that he is important, and that he is safe at school.

The duties of the teacher aide are:

Planning

1. To confer with the head teacher regarding daily activities so as to understand "How I can help."

2. To participate in planning and evaluation sessions with total staff so as to grow professionally

3. To participate in activities planned with and for parents

Arranging the Room

1. To help arrange physical environment in which children work and play
2. To help arrange bulletin boards
3. To keep blackboards clean and ready for use
4. To maintain an orderly arrangement of the classroom
5. To arrange interesting and inviting activity centers
6. To set up classroom exhibits

Working with Materials

1. To arrange for materials for work and play to be available when needed; to keep materials and supplies on hand
2. To prepare instructional materials--cutouts, flash cards, charts, transparencies, etc.
3. To gather up resource collections such as pictures, science items, etc.

Helping the Children

1. To assist children with coats, caps, etc.
2. To help children gain independence in selecting and in putting away materials needed for work and play
3. To assist children during work and play times as new materials are introduced or as familiar materials are being used
4. To assist children in locating proper bus, automobile, etc., if children are transported
5. To assist children in the matter of acquiring the necessary social skills for getting along well with others
6. To administer routine first aid and attend sick and injured children
7. To accompany a child to the office, nurse's room, etc.
8. To assist pupils at cleanup time

Helping the Teacher

1. To assume duties and responsibilities of the teacher in her temporary absence from the room
2. To assist in supervising outdoor and indoor play activities, walking tours, and motor trips
3. To distribute books and supplies
4. To obtain special materials for science or other projects
5. To check out library books from the central library
6. To help in the preparation of programs
7. To care for preschool children during parent-teacher conferences and other events
8. To return films, filmstrips, and other audio visual materials
9. To set up and operate overhead projectors, slide viewers, and other equipment
10. To collect and arrange displays for teaching purposes
11. To manage classroom libraries
12. To type and duplicate instructional materials
13. To keep and maintain a folder of work for each pupil
14. To file resource materials for various teaching units
15. To mix paints for art instruction
16. To arrange instructional materials for accessibility
17. To prepare and serve refreshments at snack time, and to help clean up afterwards

Cooperating and Increasing Skills

1. To receive guidance and direction from professional members of the staff in a gracious manner
2. To be professional in attitude--mention pleasant things only about children and work

3. To be cooperative with all staff members

4. To participate in activities that contribute to professional or personal growth (adult education courses; visits to libraries, museums, workshops)

5. To participate in pre-service and in-service meetings

SUGGESTIONS FOR BULLETIN BOARDS AND ROOM ARRANGEMENTS

The preschool classroom reveals the age, interest, and activities of the five-year-old. It is alive with the excitement and enthusiasm of the exploring youngster. In planning the physical setting, the following suggestions should be helpful.

Room Arrangements

1. Organize tables and equipment to permit full-time supervision of activities without distractions.

2. Place materials at the eye level of the child.

3. Change positions of furniture and equipment as frequently as necessary.

4. Keep tables, shelves, and other interest areas neatly arranged and clean.

5. Provide stimulating materials--but not so many that the child is confused or distracted.

Bulletin Boards

1. Place displays at the eye level of the child.

2. Coordinate the color scheme in the room.

3. Display the child's work in preference to the teacher's art work.

4. Use only a few samples of work at a time.

5. Do not feel that it is necessary to cover the board with paper or to border the board.

6. Use three-dimensional objects for emphasis.

7. Use pins instead of thumb tacks of possible.

DAILY SCHEDULE
(Half-Day)

Although the daily plan must be flexible enough to provide for the immediate needs and interests of the preschool youngster, a feeling of security may be afforded by a certain amount of routine. The schedule of activities should also be arranged so that:

1. Quiet and active periods are alternated.
2. Periods of higher concentration and attention are early in the day.
3. Adequate rest time is provided.
4. Allowances in time can accomodate any immediate occurrence.
5. Correlation, not isolation of activities, can reinforce the gain from an experience.

The following blocks indicate the approximate proportion of time for each activity:

8:00 - 9:00	Preparation Period: Teacher and aide go over plans for the day, set up materials, etc.
9:00 - 9:20	Greetings: Greet each child individually. Activity Centers: Involve each child in some activity and visit informally with him. Opening Exercises and Planning: Sing; plan activities for the day with children.
9:20 - 9:40	Oral Language Development: The teacher works with one group while the aide works with the other group in some quiet activity.
9:40 - 10:00	Health: Wash hands. Break: Snack if possible. Rest: Lie on towels on the floor.
10:00 - 10:20	Number Concepts: Use finger plays, concrete objects, social situations, etc.
10:20 - 10:40	Physical Education: Begin with approximately 10 minutes of free choice of play and then organize in games, exercises, etc.
10:40 - 11:00	Storytime: Seat children in semi-circle on floor.
11:00 - 11:45	Group Experiences: Art, music, social and physical environment concepts. Combine or alternate as desired.
11:45 - 12:00	Get Ready To Go Home: Do housekeeping chores; discuss activities; give tentative plan for next class; bid "Goodbye" individually.
12:00	Dismiss.

DAILY PLAN FORMAT
(Half-Day)

Week: ____________________
Day : ____________________

TIME	TEACHER'S PLANS	AIDE'S PLANS
8:00 - 9:00	Preparation period	
9:00 - 9:20	Greet children individually. Show child to an activity center. Sing.	Greet. Take wraps. Take up money. Show to center. Talk with children informally. Sing.
9:20 - 9:40	Oral Language development	Work with small groups.
9:40 - 10:00	Health emphasis Snack Rest	Assist.
10:00 - 10:20	Number concepts	Work with groups.
10:20 - 10:40	Physical Education 10 minutes--free choice of locomotor activity 10 minutes--teach	Assist. Participate.
10:40 - 11:00	Storytime	Assist.
11:00 - 11:45	Group experiences--Art, music, social and physical environment concepts	Assist. Work with small groups.
11:45 - 12:00	Housekeeping chores Discuss activities completed and new activities for tomorrow.	Assist.
12:00	Sing or say rhymes. Tell each "Goodbye." Dismiss.	Say "good-bye."

SUGGESTED DAILY SCHEDULE

Full Day

The following blocks indicate the approximate proportion of time for each activity:

8:20- 8:45 a.m.	GREETINGS
	Greet each child individually
	ACTIVITY CENTERS
	Involve each child in some activity and visit informally with him
	OPENING EXERCISES AND PLANNING
	Sing; plan activities for the day with children
8:45- 9:15 a.m.	ORAL LANGUAGE DEVELOPMENT-Spanish
	Teacher works with one group while aide works with the other group in some quiet activity
	Exchange groups after 15 minutes
9:15- 9:45 a.m.	HEALTH
	Daily health units
	BREAK
	Wash hands; snack
9:45- 10:15 a.m.	NUMBER CONCEPTS
	Include finger plays, concrete objects, social situations, etc.
10:15- 10:35 a.m.	PHYSICAL EDUCATION
	Begin with approximately 10 minutes of free choice activities, then organize in games, exercises, etc.
10:35-10:50 a.m.	STORYTIME; CONVERSATION
10:50-11:00 a.m.	GET READY FOR LUNCH
11:00 a.m. - 12:30 p.m.	LUNCH
	Brush Teeth

	Rest
	Play quiet games
12:30-12:45 p.m.	STORYTIME
12:45-1:15 p.m.	ORAL LANGUAGE DEVELOPMENT-English
	Teacher works with one group while aide works with the other group in some quiet activity
	Exchange groups after 15 minutes
1:15- 1:35 p.m.	PHYSICAL EDUCATION
1:35- 2:05 p.m.	GROUP EXPERIENCES
	Art, music, social living and physical environment concepts, excursions, etc.
	Combine or alternate as desired
2:05- 2:30 p.m.	ACTIVITY CENTERS
2:30- 2:40 p.m.	GET READY TO GO HOME
	Do housekeeping chores; discuss activities, give tentative plan for next class; bid "Goodbye," individually
2:40 p.m.	DISMISS

STRATEGIES AND SUGGESTIONS

Oral Language Development

An important concern in developing strategies for language development arises from the characteristics of the age of the child. It is the opinion of most authorities that young children acquire a language in a natural "experience" setting which can be planned but not overly structured.

Since language is such an important tool in conceptual growth, planned language development should center around the conceptual needs of the age group and basically give the child some reason to immediately use his newly acquired language.

With these three aspects in mind, the teacher will find the following suggestions helpful:

Pre-planning

- Determine the immediate conceptual and language needs of the child.
- Anticipate sound system difficulties and plan strategies for teaching the correct pronunciation of words.
- Prepare adequate visual materials to motivate the group and to provide concrete and semi-concrete stimuli.

Presentation

- Motivate the child through use of concrete, pictorial, or experiential stimuli.
- Provide active learning situations in which the child is "doing" as he interacts with the teacher, his peers, and his environment.
- Manipulate the language which needs to be developed and, in effect, "cause it to occur."
- Speak clearly and distinctly, using a normal speech tempo, so that the children have a good model in either language.
- Be sure the group is attentive when a new second language pattern is introduced. Each teacher will need to develop an attention getting technique which is natural for her.

- Use inflection of voice to help children distinguish between cue to listen and cue to respond.
- Give practice in reinforcement and expansion of the native tongue.
- Begin with simple patterns in the second language and use more transformation and description as the child is able to use expanded forms.
- Allow the child to answer in the most natural conversational pattern.
- Be sure the child has the language for making a response before he is called upon individually.
- Allow the child time to respond.
- Prompt the reluctant child and give praise to the individual and to the group.
- Call for response in an irregular pattern in preference to response one-by-one around the circle.
- Initially give simple directions using limited vocabulary.

Correction

- Correct mispronunciations by repeating the sentence to the child and then have the child repeat the sentence or the word.
- If a word is isolated for correction, return to the whole pattern for context.
- All errors need not be corrected each time they are made.
- Do not "put a child on the spot" by giving too much attention to his error in pronunciation or to his inability to produce a sentence pattern.

Reinforcement

- Capitalize on every reasonable situation in which newly acquired vocabulary or patterns can be used.
- Plan listening experience to sharpen auditory perception.
- Reinforce correct responses with some gesture of praise--but likewise reinforce the shy child who does not respond by commenting positively about him personally, in the group, or aside from the group. Also praise the shy child for his contribution in the group response.
- Constantly call upon functional language as a review of previously introduced patterns. Each day review the previous day's language.

Pronunciation Problems

Teachers of Spanish-speaking children need to be aware of certain linguistic principles as a basis for pre-planning, presentation, correction of errors, and reinforcement. Two linguistic principles that should underlie their teaching are as follows:

1. Some sounds in English do not exist in Spanish and children hearing these sounds in English fail to discriminate or capture them until they are taught how to make them with kinesthetic aids games.

2. Spanish-speaking children learning English tend to substitute similar sounds from their native tongue for the English sounds that are non-existent in their language.

   For all practical purposes the teacher should be aware of these vowel and consonant sounds in English and the substitutions which are made by the Spanish-speaking child learning English.

Vowel Sounds

Vowel sounds (Spanish has essentially only one letter for each vowel sound whereas each English vowel sound has several different letters that represent it.)

Non-Existent Vowel Sounds in Spanish			Substitutions Made by Spanish Speakers		
Symbol	Commonly Used Grapheme(s)	Representative Word	Minimal Pair	Symbol	Found in Words
/I/	i	sit	ship - sheep	/i/	seat
/æ/	a	bat	pat - pet	/ɛ/	bet
			cat - cot	/ɑ/	father
/O/	o	bought	caught - cot	/ɑ/	father
	a	ball	fawn - phone	/o/	boat
/ʊ/	u	full	pull - pole	/o/	boat
			pull - pool	/u/	boot
/ə/ (schwa)	u	but	hut - hoot	/u/	boot
			bus - boss	/ɔ/	boss
			luck - lock	/ɑ/	pot

The schwa sound /ə/ such as the one found in up, ton, country, flood, and does, should be mastered to avoid the development of an accent.

In teaching the non-existent vowel sounds, the teacher may utilize linguistic games, minimal pair drills, and kinesthetic aids to contrast difficult sounds.

The following steps are recommended:

1. Repeat pictured minimal pairs containing contrasting vowel sounds for listening comprehension.

2. Lead pupils to repeat these pairs correctly through the kinesthetic aid of having them place index finger to the cheek to show movement of the jaw during pronunciation.

3. Drill intensively, repeating the correct minimal pair as you indicate the pictured concept.

4. Test aural comprehension by repeating the pictured concept and have pupils select the concept you have repeated.

Consonant Sounds

In teaching consonant sounds that are difficult for the Spanish-speaking child, the teacher may wish to compare these sounds to certain mechanical noises or to animal sounds. Kinesthetic aids will likewise be helpful. Linguistic drills through games will make reinforcement of these consonant sounds fun for the pupil.

The following suggestions for comparison of certain sounds will aid teachers:

A. Voiceless or Whispered Sounds

Symbol	Commonly Used Grapheme	Representative Word	Comparison to Known Sound or Noise
/p/	p	pill	The popping motor boat sound
/t/	t	ten	The "t-t" watch sound
/K/	cork	cork	The coughing cat sound
/f/	f	fan	The "f-f" angry cat sound
/θ/	th	thin	The "th-th" gray goose sound
/h/	h	here	The sound of blowing on a mirror
/s/	s	sun	The hissing sound of a snake
/ʃ/	sh	ship	The quieting or hushing sound
/tʃ/	ch	cheap	The "choo-choo" train sound

Examples of kinesthetic aids for assisting pupils in correct pronunciation of certain consonant sounds are:

1. sh --Move index finger outward from lips in a horizontal line as the child makes the sh (quieting sound).

2. ch --Close the right fist and make vertical downward movement of the hand as the breath is emitted, thus aiding the student in pulling the air downward for the "ch" sound.

3. p,t,k--Hold a strip of paper about 2 inches in front of lips. If the paper moves when sound is made, the consonants are being given enough aspiration.

B. Voiced Sounds (Sounds made with virbration or "motor in the throat.")

Symbol	Commonly Used Grapheme	Representative Word	Comparison to Known Sound or Noise
/b/	b	bill	The bubbling water bottle sound
/d/	d	den	The woodpecker sound
/g/	g	goat	The frog sound
/v/	v	van	The "v-v" green fly sound
/ð/	th	then	The loud whistle sound
/hw/	wh	what	The sound made when blowing on a pinwheel
/z/	z	zoo	The buzzing bee sound
/ʒ/	g(garage)	measure	The vibrating "sh" sound
/dʒ/	j	jeep	The sound of a train going around a curve
/l/	l	lot	The "l-l" ringing telephone sound
/r/	R	rat	The sound of a car motor trying to start
/m/	m	man	The humming top sound

Intonation

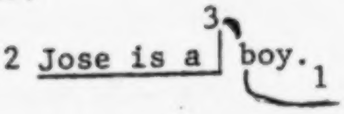
Intonation, the music or rhythm of the language as it is spoken, is of great important in teaching English to Spanish-speaking children and it should be emphasized from the very beginning. The teacher must remember that Spanish is spoken with syllable-timed or staccato-like rhythm, whereas English is spoken in phrases or stress-timed rhythm.

To aid in overcoming the staccato rhythm, the teacher may use "the up and down movement of the hand to coincide with the rise and fall of her voice within the sentence pattern."[1]

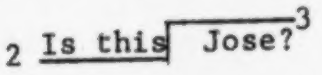
Pitches may be reprensented graphically by lines. The high pitch (3) is usually the point of stress in the utterance. The normal pitch (2) is that on which most sentences begin. The low pitch (1) generally comes at the last to label the finality of the utterance.

Four basic patterns are:

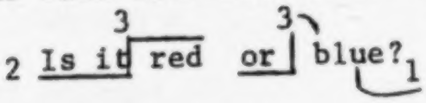
1. Statement:



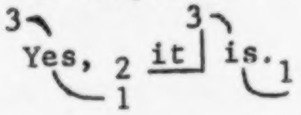
2. Questions that can be answered by "yes" or "no."



3. Questions with alternate choices or



4. Short answer responses



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[1] Bumpass, Faye L., We Learn English series, American Book Company, New York, 1963.

Number Concepts and Skills

Numerical experiences for the child begin at home. The teacher should capitalize on this previous encouragement which has been gained in meaningful surroundings. Shopping, setting the table, measuring liquids, etc., are activities through which the child has gained some fundamental knowledge of the processes by which number concepts are derived before he comes to school.

The classroom setting should provide ample play and casual opportunities for the children to compare, contrast, measure, count and discuss quality as well as quantity. The teacher will also need to plan definite activities which will develop these skills.

Manipulative devices are necessary because the child needs a concrete experience on which to build. Blocks, toys, flannelboard objects, animals in the classroom, rocks, shells, plants, tape measures, clocks, scales, play money, cash registers, milk money, children and adults in the classroom, etc., are important items to use in developing number concepts.

The language of numbers is an exciting part of the child's communication. Finger plays, counting rhymes, games, and songs are excellent means for teaching the language and sequence of numbers.

Initial teaching of numbers in the Bilingual Kindergarten program will be in Spanish. Relationships including positions, sizes, and shapes will be followed by the quantitative skills of enumeration, recognition and reproduction of sets 0 through 6. The processes of addition and subtraction should be introduced, but no attempt should be made to go beyond this simple introduction.

Later, the language of numbers will be taught in English and reinforcement of concepts and skills should result.

Social Studies

Group and individual experience within the kindergarten day offer a delightful opportunity for the five-year-old to become aware of basic social studies concepts. These experiences should include activities which build the self-concept, which increase the child's awareness of others, and which provide situations whereby the child can solve problems in his environment.

The classroom setting and the scheduling of activities will directly affect the social studies concepts which are experienced. Ample time should be given the child for his choice of activities, materials, and companions. Efforts should be made to see that children have opportunities to work alone and with others in a variety of settings. Scheduling should be such that the role playing, problem solving situations and the like are allowed the time to play themselves out without interruption--for it is here that concepts are being built.

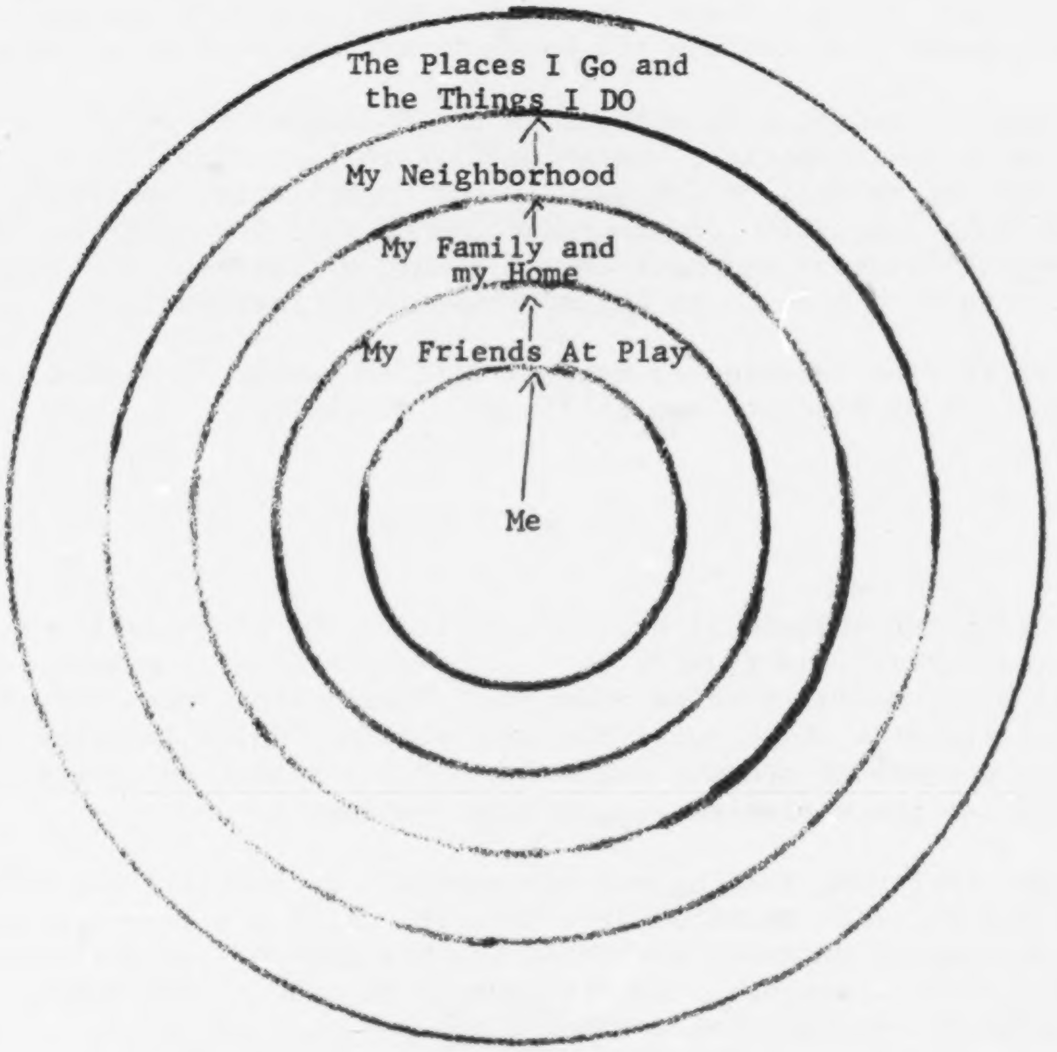
The teacher will find that small children have many questions which will stimulate discussions. The group should be encouraged to answer these questions from the individual in preference to the teacher giving all the answers. Five-year-olds can be expected to gradually collect more and more information about a topic, interpret this information and make some inferences or generalizations.

The content framework for social studies in the kindergarten program may be outlined as follows:

Goals:

- Positive Self Image
- Awareness of Others
- Mastery of Problem Situations

Approach pattern for experiences:



Preschool Science

Science is a means of helping kindergarten age children learn about themselves, their natural environment, and how the two relate. The primary focus of this program is the development of the powers of rational thought in each child. While the method that is used to acquire information is of considerable importance, the critical concern is not what the child knows, but what he can do with what he knows. Through planned situations that provide children many opportunities for first hand experiences, information is acquired. The acquired information is then utilized to communicate and generate ideas. Although some activities may be in response to the spontaneous interests of the children, the teacher must also plan a program which offers a variety of concept building opportunities on the maturity level of these five-year-old children.

The teacher's role in the daily activities is closely related to the strategies she employs in the discovery approach. She will find that setting the stage for children to express themselves and being an attentive listener is a rewarding shift from giving facts. Providing opportunities for curiosity to flourish and creating more questions than answers is likewise a necessity. The way a teacher asks a question determines whether one thought and one answer or many thoughts and many answers are generated.

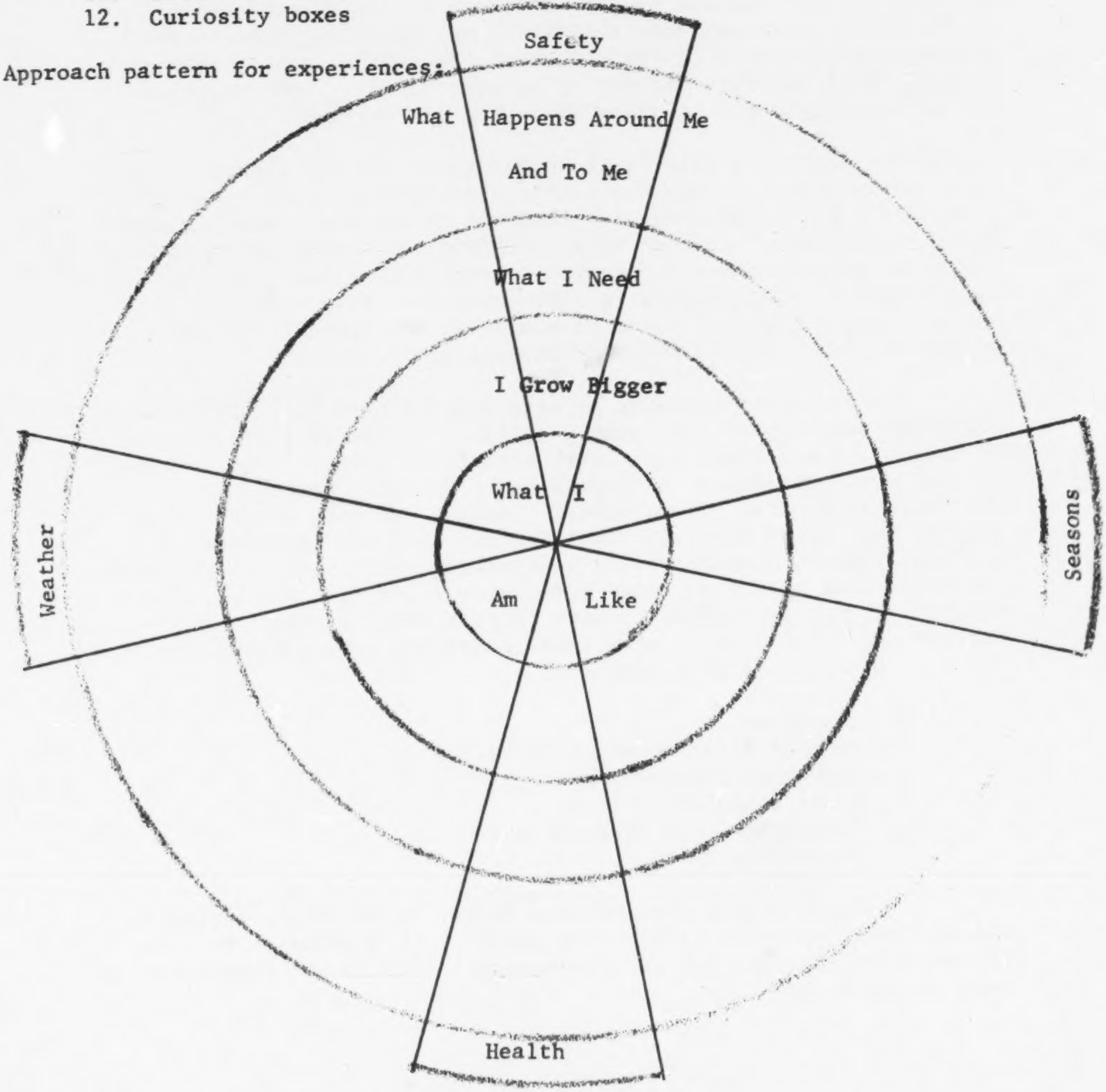
The following sequence of main ideas should be helpful in providing experiences that enable children to extend their domain of reason. These ideas begin with activities close to the individual and move outward in the direction of the neighborhood in which the child interacts. Since safety, health, seasonal effects, and weather are topics of daily significance, they are considered in a horizontal pattern, potentially penetrating every sequential unit. The sequential nature of these main ideas allow the children to progress from simple ideas to more complex ideas as their experiences enable them to cope with ideas requiring more complex thought. The main ideas to be developed are:

1. Observing
2. Communicating about Observations
3. Arranging Observations
4. Comparing Observations
5. Reasoning about Observations
6. Describing Events

A science center with picture books, experiments, collections, and equipment is motivation within itself. It provides a focal point for organization, display and discussion. This center should include such equipment as:

1. Magnets
2. Acquarium
3. Plants
4. Terrarium
5. Mirrors
6. Pet cages
7. Kaleidoscopes
8. Magnifying glasses
9. Prisms
10. Items from the natural environment
11. Items from home
12. Curiosity boxes

Approach pattern for experiences:



Science Activities

Some activities which will be especially appropriate and which will strengthen the concepts to be developed in the science units include:

1. Weigh and measure children at least twice a year.
2. Place objects in a bag and identify by feel, sound, etc., instead of sight.
3. Use magnifying glass to examine items.
4. Discover different types of shells, rocks,etc.
5. Locate as many specimens of leaves (note shapes, differences, likenesses).
6. Note how cotton ball or sponge soaks up water.
7. Fill large container with water and place various objects to see which float.
8. Make scales (balancing scales) and experiment with weights.
9. Place bird feeder outside window--observe birds.
10. Superimpose one color transparent plastic over another to discover how colors are made and changed.
11. Mix primary paint colors (red, yellow, blue) to make secondary colors (orange, purple, green).
12. Look for rainbows and then experiment with a prism.
13. Place damp piece of paper towel along inside of jar. Place corn or bean seed between jar and towel. Watch sprout.
14. Cut top from pineapple plant and place in jar of water so that foliage rests on top of rim. Roots will form and greenery will branch out.
15. Start sweet potato in jar or water. Support with toothpicks.
16. Watch mercury rise or fall in alternate pans of ice cold and warm water.
17. Collect snow--watch it melt.
18. Let pan of water freeze outside.
19. Catch snowflakes on a piece of black paper--observe shapes using magnifying glass.
20. Chill whipped cream. Pour in jar and tighten lid. Let children take turns shaking it to make butter. Pour off residue. Add salt. Spread on bread to make toast.
21. Make a large bulletin board caterpillar with each segment of a different texture cloth, etc.
22. Dip fabrics in water. Hang outside and also inside to dry. Observe time it takes.
23. Experiment with enclosed fan to observe air. Use strips of paper. Go outside. Observe scarves or balloons as children run in wind.
24. Make pinwheel. Attach to popsicle stick.
25. Have children close eyes and describe what they feel, taste, smell, or hear.

26. Water growing plants.
27. Care for a pet occasionally at school.
28. Feed wild birds.
29. Take nature walks (for observation or collecting).
30. Take excursions to watch machinery or building activities.
31. Provide for living specimens, such as insects.
32. Take excursions to farm, or to the park.
33. Make simple nature handcrafts, such as crayon prints of leaves.
34. Experiment (with white flower or celery and colored water) to show how plants drink water.
35. Grow bird seed in flower pot or in wet sponge.
36. Make miniature floating garden (cork mat sprinkled with grass seed, float in dish of water, add tiny birds or animals with cork if desired).
37. Plant common seeds, such as beans, corn, etc., to observe growth and identify plants.
38. Show what sunshine does for plants by placing one in light and one in darkness.
39. Show how plants lean toward the light by leaving them unturned for a day or two.
40. Make gardens using ½ inch slices of carrots, beets, or other root vegetables in shallow water with leaves attached.
41. Make chemical gardens.
42. Go outside in spring or on sunny days to see shadow. Cut paper doll of colored paper and trace same doll on black paper. Cut out and paste on paper to represent shadow.

Preparing and tasting food is an especially enjoyable learning experience for children. This can be done regularly. The following ideas as well as #21 above are applicable to kindergarten age children.

1. Make gelatin.
2. Pop popcorn.
3. Make instant chocolate.
4. Frost cupcakes.
5. Cut dough for cookies. (Bake at home at night and serve the next day.)
6. Make hotdogs on picnic at park.
7. Make snow ice-cream.
8. Spread crackers with peanut butter.
9. Make fruit salad.

Health and Safety

Health and safety education is an area of concern to the kindergarten teacher because illnesses and accidents threaten the physical and emotional well-being of young children. A three-fold effort should be made by the teacher to:

- Create a pleasant safe and healthy environment in the classroom.

- Adhere to health practices and school health policies and observe symptons of illness and discomfort.

- Teach health habits and safety practices.

Careful attention should be given to the comfort of the children in the classroom and outdoors. Heat, ventilation, and lighting; clothing; restroom access; furniture; pacing of activities; seating position in relation to the light source; and areas free of hazardous objects and noise level are all physical factors which directly affect the child.

The mental health aspects of the school environment including the attitude of the teacher, the attitude of the peer group, the kind of attention the child receives, the child's feeling of his own worth, the disciplinary measures employed, and the enthusiasm for creativity should not be overlooked.

Policies related to immunization are standard for five- as well as for six-year-olds. Thus, the teacher needs to encourage the parents to keep these immunizations up to date. The teacher should maintain current health records for each child.

Along with preventive measures such as immunizations, the teacher should refer symptoms of illness or discomfort to the nurse. These symptoms include:

- watering eyes
- running nose
- flushed complexion
- sweating or chilling
- fever
- pallor
- swollen glands
- rash
- earaches or headaches
- disinterest
- withdrawal
- attention-getting behavior
- rough skin
- rubbing of eyes, skin, ears, or head
- fatigue and poor posture
- frequent absenteeism
- drastic weight loss or gain, or little or no gain in weight

Safety practices and health habits likely become a part of the child's way of life if they are adhered to as a matter of daily routine. Constant opportunity to teach health and safety is apparent as the school day progresses. In addition, the teacher will make every effort to do more than "tell about health." Activities such as brushing the teeth, weighing and measuring, visiting the nurse, feeding and caring for classroom pets, cooking, role playing, visiting with firemen and policemen, repeating finger plays, viewing movies, etc., will provide opportunities for enthusiastic participation by the children. Discussions about health, fire prevention, home safety, and safety to and from school are also important if children are to be able to verbalize their concepts and experience and make generalizations.

Children often make contributions toward recognizing hazards and health problems at home. Inasmuch as the teacher can relate positively to the community and the home, the concepts which the teacher builds in health and safety teaching are beneficial to the parents.

Suggestions for Health and Safety

- Check the temperature and the ventilation in the room often.
- Seat children with light source to the side or behind.
- Help children adjust clothing for comfort.
- Allow ready access to restrooms without "lining up" or set times.
- Be sure furniture is comfortable height.
- Remove hazardous objects from the child's area both outside and inside the classroom.
- Provide rest and snack breaks for the children.
- Accept each child as an individual and build on the strengths he has.
- Change activities often; be sure the task is compatible to the age.
- Supervise the child's activities in the classroom and on the playground.
- Maintain required health records with current information.

Art for the Five-Year-Old

Art is an essential experience for all children because it provides a way of developing the child's mental, verbal, motor, and emotional capacities. Art is not so much a body of subject matter but a way of doing things.

Exploration by the child is the key to successful art experience. However, much attention should be given to the developmental stages of skill in drawing, painting, cutting, pasting, modeling, and other art processes.

Careful planning should allow the child the opportunity to create using media to which he has been introduced. In order to make wise choices of materials, the child needs to learn about the properties each has. However, the child's first experiences with a new material should include investigation and manipulation of it without excessive directions. The teacher needs to know the skills which will be needed and carefully select the time and favorable place for the project.

The teacher should provide a healthy, encouraging, and patient atmosphere and should organize an efficient working set up. The room should be uncluttered in order to be conducive to appreciation of art. She should plan a work schedule so that all children have their turn. She should also limit materials so that children are not exposed to too much too soon. The teacher should have a thorough knowledge of the characteristic growth needs of the age group so that materials are selected properly.

The teacher's role will vary from that of an encouraging observer to being a helper. Most important will be to avoid extremes from rigidly directing lessons to providing no guidance or needed help in developing skills.

Since the uniqueness of the individual is highly valued in art, evaluation of a child's growth in art is necessarily related to his various capabilities and needs. There is no fixed standard which all children must meet at the same age or in the same span of time. Some need recognition for small achievements. Others may never reach a finished product. The way a child feels as he is working and the way he looks at his product afterwards is a true criterion of the value of the experience to him.

The teacher may also use criteria including:

1. The art form itself
2. The child's confidence
3. Awareness of the environment
4. Inventiveness in materials
5. Individuality
6. Resourcefulness in use of art for leisure time activity

The following values result from art:

1. Ideas are expressed.
2. Hypertension is given a safety value.
3. Personal sensitivity and self-reliance are increased.
4. Motor skills are used to express ideas and feelings.
5. Tastes are improved as a result of decision making.
6. Sensory, tactile, and manipulate needs are met.
7. Cognitive tasks are experienced.

Lowenfeld[1] suggests the following characteristics are indicative of the two stages of creative growth in art for the kindergarten child.

1. Scribbling (2-4 years): Disordered; no motor control; changes name of drawing frequently; no representation of human figure or space and no conscious use of color.

2. Preschematic (4-6 years): Discovery of relationship between representation and thing represented; search for concept and constant change of symbol for human figure; no order in space--only emotional relation; no relationship between figure and reality in color.

The human figures in the preschematic stage are reduced to what are essential elements for the child. A head with eyes, nose, and mouth plus whatever other parts seem significant at the moment. The head is usually larger than the body. Frequently parts are omitted. Interruptions are seen in unfinished objects. These are natural when we consider the short attention span of the child. Relating sensory experiences to the child is better motivation than admonishing him to "complete" or "add" to his picture.

A file should be kept of the child's are work. Dated samples reveal a great deal as he grows in skills and abilities.

Art Activities

Colors:

1. See differences in colors of clothes, objects in the room, flowers, etc.
2. Learn the names of colors.
3. Identify light and dark colors.
4. Contrast color shapes--light and dark, etc.
5. Cut and paste opposite colors.
6. Locate harmonious color combinations in clothing, etc.
7. Observe beauty of sunset, shells, etc.
8. Collect pictures from magazines showing beautiful scenes.
9. Experiment with mixing colors.

Textures:

1. Observe differences in feel of plastic, wood, leather, etc.
2. Observe differences in feel of cloth.
3. Discriminate between items that are rough and those that are smooth.
4. Guess what an object is by the shape and texture.

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[1] Viktor Lowenfeld, Creative & Mental Growth (New York: The MacMillan Co., 1952), pp. 64-103.

5. Feel and describe thinness and thickness of an object.
6. Discover different effects of paint on different textures (obsorbent, etc.).
7. Make thin and thick lines on paper.
8. Color with blunt crayon, sharp crayon, and the side of a crayon.
9. Feel wallpaper samples.
10. Make collages of different textured materials.
11. Roll, pat, pinch, and pound clay.
12. Glue various items such as metal, straws, etc., on construction paper to make collages.

Design:

1. Look for designs in clothing, wallpaper samples, etc.
2. Make designs with vegetable cut in half (potato, okra print).
3. Make designs with finger paints.
4. Fold paper and cut to make designs.
5. Punch holes in paper and paste on contrasting paper.
6. Arrange flowers attractively.
7. Blow paint through straw to make spatter painting.

Pictures:

1. Draw picture of various objects, scenes, etc. Tell about the drawing.
2. Paste pictures which are cut from magazines, catalogues.
3. Respond to cartoons.
4. Tell story about pictures.
5. Make booklets of magazine pictures, drawings, etc.
6. Draw around child who lies flat on floor. Color and cut out.

Painting:

1. Paint with a feather instead of using a brush.
2. Paint with pieces of sponge.
3. Paint with a tooth brush.
4. Paint with a comb dipped in tempra.
5. Pull dipped string across paper at different angles.
6. Drop paint in small drops on paper. Blow through straw on to drop of paint and watch paint spread.
7. Paint with tempra over crayon-colored picture. The crayon will show through.
8. Spatter painting: Use top of box overlaid with screen wire. Dip toothbrush in paint and rub over.

Chalk:

1. Draw with chalk.
2. Draw and color picture with crayon--rub over lightly with colored chalk.

Construction:

1. Use pipe cleaners to make shapes, animals, etc.
2. Make animals from painted roots, twigs, leaves.
3. Make decorations from twigs, pine cones, paper cups, etc.
4. Dip pine cones in tempera. Sprinkle with glitter.
5. String painted spools to make snakes.
6. Make caterpillars of egg cartons which have been cut in half and painted. Attach antennas of pipe cleaner or straws.
7. Paint rocks to make animals. Glue buttons for eyes.
8. Color macaroni. String necklaces.
9. Glue leaves on construction paper.
10. Tint sand and place in thin layer in bottom of box lid for sand finger painting.
11. Paint different shapes of boxes.
12. Stack towers, buildings, etc., from painted boxes.
13. Make cages of boxes.
14. Glue various shapes of wood to make boats, houses, etc.
15. Make stick puppets--glue puppet to stick.
16. Make masks of discarded large detergent containers.
17. Make masks of sacks.
18. Cut pieces of cardboard into shapes; color, glue, etc.
19. Paste full picture scene on tablet back. Cut into large puzzle pieces. Child can then assemble puzzle.
20. Make scenes with pasted construction paper on background (aquarium).
21. Draw around hands--cut out. Paste.
22. Make Indian headbands--use muslin color designs. Place paper over cloth and iron.
23. Paint paper towel tubes and make puppets, horns, rattles.
24. Make coffee can drums.
25. Make paper plate tamborines.
26. Make paper plate puppets. Staple 2 plates with bottoms out. Attach yarn for hair and a stick for a handle.
27. Fold paper for fans, puppets.
28. Make mobiles of balanced wire and paper objects.
29. Make egg carton rattles. Glue and paint. Attach stick for handle.

Recipes for Art Media

Salt Dough:

1 cup salt
1 cup water (add tempera or food color)
3 cups flour
3 teaspoons alum

Finger Paint (two methods)

1. Mix ivory soap powder into a smooth paste. Add tempera.

2. Add powdered poster paint to liquid starch.

Play Dough

2 cups baking soda
1 cup cornstarch
1/4 cup water
food color

Cook on stove until consistency is that of play dough.

Music in Kindergarten

Music is a natural tool of communication with which the child expresses his feelings, concepts, and experiences. Thus, music contributes to the child's total physical, intellectual, emotional, and social growth. A program which capitalizes on the children's creative abilities and spontaneous nature will of necessity provide a variety of musical activities.

As the year progresses, children who have satisfying and encouraging musical experiences will:

- Enjoy singing spontaneously
- Join in group singing
- Know a wide variety of songs
- Develop better muscular coordination
- Have a better sense of rhythm
- Respond with movement to music
- Make up songs all their own
- Add verses or phrases to familiar songs
- Pantomime or dramatize musical stories
- Explore rhythm instruments

A well-planned program provides an opportunity for:

- Releasing tension and energy
- Relaxing
- Developing muscular coordination
- Accommodating short attention span, low endurance level, high interest, and individuality
- Expressing feelings and moods
- Recognizing the moods of others
- Encouraging the shy child who only responds in unison
- Experiencing pleasant social activities with the group
- Cooperating with others
- Achieving a place in the group
- Learning self-control
- Relating to the environment
- Conceptualizing the known environment
- Stimulating creativity and imagination
- Stimulating language
- Reinforcing all areas of the curriculum
- Increasing auditory discrimination

A variety of activities should include:

Singing:

- Recognizing the many moods that songs express
- Expressing one's own feelings through songs
- Matching tones
- Singing individually or in groups
- Participating in action songs
- Creating one's own songs
- Substituting words in familiar songs to change the subject
- Responding to upward and downward melodic direction with proper body movements
- Recognizing longer and shorter duration of tones while singing or playing instruments

Listening:

- Listening attentively
- Responding in pantomime to mood of music
- Distinguishing between high and low tones
- Listening to short appropriate selections of high interest level
- Recognizing familiar instruments
- Responding to the basic rhythms spontaneously
- Responding to changes of tempo (faster or slower) within a musical composition

Playing Instruments:

- Playing loudly or softly and being able to discriminate between the two
- Selecting different instruments for different moods
- Experimenting with many different instruments by beating, hitting, shaking, scraping, blowing, or rattling
- Creating instruments spontaneously from many different items in the room
- Imitating sounds around them
- Exploring the bells for high and low and up and down tones

Moving:

- Pantomiming mood
- Dramatizing simple stories
- Responding quietly or actively
- Responding to the pulse of music by clapping, tapping, marching, etc.
- Using scarves, hoops, balls, boxes, ropes, etc., to creatively respond to rhythm
- Performing simple dances (La Raspa, Looby Loo, etc.)

Teaching Suggestions

- Make music time a pleasant time.
- Do not force a child to participate.
- Always invite the non-participating child to join.
- Participate with the children in all musical activity.
- Casually bestow praise.
- Look directly at the child whose attention is needed.
- Don't shout over the noise. Give a signal for attracting attention.
- Do not insist on perfect performance. Process is more important than product for this age child.
- Take time before the activity to move away the furniture in order to have plenty of space.
- Introduce props, such as a scarf, after the children feel comfortable in responding to rhythm.
- Concentrate on sturdiness and safety when making instruments.
- Choose songs which lend themselves to language development.
- Be sure the words in the song are within the conceptual ability of the child. Change archaic expressions.
- Occasionally ask questions about the songs in order to develop the child's awareness.
- Pronounce each word in the song clearly and song's meaning distinctly.

- Make listening an exciting experience. Never demand, "Sit still and listen!"
- Ask children to choose favorites.
- Be patient and imaginative in exploring music with the children.
- Invent new ways of experiencing songs and encourage the children to do so too.
- Guard against overdependence on records.
- Keep the volume of record players within a pleasant range.

Suggestions for Teaching a New Song

- Study the song carefully so that you know it well.
- Use some motivation for the song you are about to teach.
- Choose the whole or phrase method or a combination of the two depending on the song.
- Pitch the song where the greatest number of children can participate easily.
- Encourage the children to join you on the words or phrases they catch.
- Sing the song several times.

Suggestions for Teaching a Song with a Record

- Play the entire recording of the song for the children to hear.
- Play it again asking those who wish to sing or hum along with the recording.
- Proceed in the same way suggested for teaching a song by means of the teacher's voice.
- After the children have learned the song, do not use the record each time the song is sung. It is good to use the record for the introduction and then let them sing without accompaniment. This will give the children confidence in their singing.

Materials Suggested for Classroom Use

- Teacher- and student-made instruments
- Rhythm band sets (1 per room)
- Hand bells
- Autoharp
- Piano
- Xylophones
- Record Player
- Tape recorder and tapes
- Albums of listening, story, singing, and rhythm activities
- Song books for teacher
    - Spanish
    - English

Making Musical Instruments

Musical instruments which are constructed by teachers or children often have a satisfying quality which commercial instruments do not have.

Before attempting to construct instruments, experiment with the type sound which is desired. Some materials lend themselves to soft sounds while others are more suitable for loud sounds. The kindergarten child's developmental level should also be considered in the choice of materials used.

Materials which teachers may want to save for making instruments include:

- Sticks (old brooms, mops)
- Scrap wood
- Cans
- Balls
- Tacks
- Seeds
- Sea shells
- Coconut shells
- Sandpaper
- Spools
- Knobs
- Metal scraps
- Steel pipes
- Metal or paper cylinders
- Plastic
- Chamoise
- Yarn, felt
- Buttons
- Rubber tubing
- Rubber bands
- Elastic
- Jar lids
- Steel Wire
- Fish line
- Cigar boxes
- Straws
- Aluminum pans
- Nuts
- Pebbles
- Beads

Instruments that can be easily made are:

Percussion:

- Rhythm sticks
- Claves
- Sound boxes
- Tone blocks
- Shakers
- Sand blocks
- Coconut shell, gourds, etc.
- Coffee can drums
- Tom toms
- Tamborines
- Clappers
- Jungle sticks
- Bracelet bells
- Triangles

String: Cigar box fiddles

Wind: Whistles, pipes, humbuzzers

Instructions for Making Musical Instruments

Sand Blocks:

Cut two pieces of wood, 2½" x 3 3/4" x 3/4". Smooth all edges. Paint and decorate with desired designs in various colors. Cover one face and perhaps the four sides with sandpaper. This may be tacked or glued on. For each, cut a strip of leather, felt, or heavy cloth about 1" wide and long enough to go around a child's hand and allow for ends to be inserted under sandpaper on two sides (about 5½"). Painted upholstery tacks make an attractive finish and also hold down the sandpaper and handle. The two sand blocks are rubbed together in time with the music.

Sticks:

Select two round sticks about 12" long and ½" in diameter. Smooth all sides and paint.

Triangles or Gongs:

Suspend a horse shoe or a small iron skillet by a sturdy cord. Hit it with a dull case knife or a hammar. For added interest, try using a large nail or any other metal article at hand.

Humbuzzer and Comb Music:

Punch several holes approximately 1½" from the end of a discarded paper towel tube. Decorate the tube, then with a rubber band fasten a piece of wax paper, 2" larger than the diameter of the tube, over the end nearest the holes. Now hum into the humbuzzer.

Wax paper or tissue paper, a comb, and a child to hum are the basic "ingredients" for comb music. Remember that the comb is placed between the hummer and the waxed or tissue paper.

Cymbals:

Yarn or cloth strips are attached to the lid of a sauce pan. The child uses a padded stick, the end covered with rubber or cloth.

Drums:

Use a coffee can and remove both ends. The surfaces should be very smooth and clean. Paint or cover with paper or felt. Use two plastic coffee can covers for drum heads. A paper punch may be used to make holes in the covers at 1½" intervals around the outer rim. Yarn may be used to string diagonally from top lid to lower lid.

Bells:

Paint wooden tongue blades. Attach large Christmas jingle bells to one end, using wire or pipe cleaners. Ends of wire must be concealed.

Sew bells onto an elastic or heavy cloth "bracelet" approximately one inch wide and made to fit a child's wrist loosely. Wrist bells should be easy to slip on and off the arm.

Tambourines

1. Paint soft drink bottle caps and nail them to a hoop.
2. Crayon a design on a metal rimmed paper pie plate then apply paint to the entire surface. The design will appear through poster paint. Cut out four "holes" in the sides of the pie plate. Attach a wire on which you have placed the painted bottle caps to the top and bottom of each hole. Make sure the ends of the wire are protected so as to avoid injury. Caps will move freely to produce a jingling sound.
3. Paint with enamel both sides of a 6" metal pie plate. With an ice pick punch out 5 holes in the rim. Attach a single Christmas jingle bell at each hole by using a small, strong metal wire. One long wire is used to hold all five bells and ends are carefully protected. Decorate with decals.

Singing Glasses:

Fill seven or eight identical glasses or jars with increasing amounts of colored water and place on a felt or cloth covered tray. Test the tone as you add water until you produce the scale. Tones are produced by wooden or metal mallets. Play simple tunes by tapping the sides of the glasses with a mallet or by jingling a teaspoon inside the walls of the glasses or jars.

Maracas and Sound Boxes:

1. Dried gourds make excellent maracas. These may be painted in decorative fashion.

2. A sound box may be made by putting dried beans, small pebbles, marbles or nails in a cigar box and glueing or nailing on the top. The box is then painted and decorated.

Physical Education

Physical development of the five-year-old directly influences other areas of development and his discovery of himself. Optimum physical growth depends on vigorous play and freedom to move about. Physical activities provide opportunities for:

- developing muscle strength
- building body power
- refining coordination
- releasing tensions
- developing self-discipline
- making decisions
- learning to lead, to follow, and to take turns
- expressing his fears, joys, and anxieties
- interacting with others verbally and nonverbally
- developing independence

Careful planning for indoor and outdoor play is necessary. The teacher should always be prepared for "rainy day" acitivities. If the weather permits, the teacher will want to devote a few minutes of each day to locomotor movements of the children's choice. Supervision is necessary even though this time allotment is unstructured. After the children have been allowed some free time, the teacher may want to organize a directed activity. The following organization will provide an opportunity for variety and skill development:

Per Week: 1 day: Gymnastics, individual activities, or exercises

1 day: Basic movements and fundamental skills

1 or 2 days: Games of low organization

1 or 2 days: Rhythmic activities

The following suggestions will serve as a quick reference for kindergarten activities.

Age Characteristics of Kindergarten Children:[1]

As They Are	What They Need
1. Structural growth rapid at the beginning of this period; slowing down toward the end of the period. Large muscles (trunk, legs, and arms) more developed than smaller muscles (hands and feet).	1. Big muscle activities that involve many parts of the body, such as running, hopping, and throwing to help large muscle development keep pace with structural development; also activities with beanbags; bouncing of balls, and passing of objects of various sizes to help the development of smaller muscles.
2. Heart and lungs small in proportion to height and weight.	2. Large muscle activities, as suggested above, followed by periods of rest.
3. Extremely active; seldom admitting fatigue.	3. Vigorous activities in which all can take part, followed by quiet activities; encouragement to rest when tired.
4. Coordination developing slowly.	4. Opportunities to practice skills of body control through such activities as balancing on a line, squatting, ball bouncing, locomotor and body movements to rhythmical accompaniment, and physical fitness activities.
5. Generally farsighted; unable to focus quickly or accurately.	5. Activities using large balls and stationary targets.

As They Are	What They Need
6. Individualistic; possessive	6. Physical fitness and self-testing activities, practice of fundamental skills with and without rhythmical accompaniment, and other opportunities for pupils to perform individually; games for small and large groups that provide opportunities for pupils to share equipment, take turns, etc.
7. Dramatic; imaginative; curious, imitative	7. "Pretend" games, creative rhythms, and singing games that provide opportunities for pupils to dramatize, pretend, explore, and imitate.
8. Extremely responsive to rhythmic sounds	8. Opportunities to respond to percussive and musical accompaniment.
9. Varying greatly in emotional reactions, some being shy and avoiding group activity, and others self-assertive and domineering	9. Activities with simple directions or rules to be followed. Repetition of these activities, to give the shy child a feeling of security and to develop desirable group skills.
10. Attention span very short	10. Many different activities of short duration with simple directions.

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[1] Physical Education in the Elementary School--Kindergarten, Texas Education Agency, Austin, Texas, 1969.

Suggestions for Teaching Physical Education

The teacher should:

1. Know the characteristics and needs of the individuals in the group.
2. Know thoroughly the game to be taught.
3. Describe and act out the game or activity before going to the play area.
4. Acquire the necessary objects for the activity ahead of time.
5. Tell the children where the game will be played and how to get there.
6. Set up rules for game and rules for catching (catch by hand, not by clothes).
7. Secure every child's attention before beginning game.
8. Use a consistent signal to start game, stop game, etc.
9. Hold equipment until attention is obtained and game is ready to start.
10. Be consistent and have children play according to the rules.
11. Begin activity quickly.
12. Always supervise and participate.
13. Never leave children unattended.
14. Provide for total participation by organizing two or three small groups instead of one large one.
15. Plan activities for children with handicaps or special health problems.
16. Provide proper spacing of groups on playground to avoid interference.
17. Provide opportunities for each child to lead.
18. Plan warm up before and decreased activity exercises after vigorous play.
19. Observe health of each child before he engages in play.
20. Rest frequently between vigorous activities.
21. Observe the temperature and weather so that proper clothing can be worn outside.

Criteria for Selecting Physical Education Activities--Kindergarten Level

The teacher should evaluate the activity by asking herself the following questions:

1. Is the activity geared to the developmental level of the children?
2. Is the organization of the game simple?
3. Does the activity involve a minimum of equipment?

4. Is there an adequate amount of participation afforded all children in the activity?
5. Does the activity include adequate locomotor movements?
6. Does the activity offer variety from other activities of the day?
7. Is the activity psychologically sound? Does it build a positive self-concept?
8. Does the activity allow the children to be relatively creative in their movements?
9. Does the activity reinforce other concepts?
10. Is the activity appropriate for the children's conceptual levels?
11. Is the activity appealing to the maturity levels of the children?
12. Can the activity be terminated easily when interest lessens?

Basic Movements[1]

These are basic to every body activity.

A. Locomotor Movement	Activity
1. Walk	1. Move to even rhythmic beat.
2. Run (avoid races--emphasize balance)	2. Move to an even rhythmic beat.
3. Jump	3. Jump in place with feet together; see how high children can jump. Jump continuously. Jump forward, backward and sidewards.
4. Hop	4. Hop in place, first on one foot, then on the other. Hop forward; hop backward; hop around in a circle.
5. Gallop	5. Have children be horses. Gallop with one foot forward and then with other forward.
6. Slide (children should gallop before they slide.)	6. Slide around the room.
7. Skip	7. Skip to a designated place. Skip to rhythmic activity.
8. Leap	8. Leap to even rhythmic beat.

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[1] This section adapted from: Physical Education in the Elementary School--Kindergarten, Texas Education Agency, Austin, Texas, 1969.

B. Non-Locomotor Movements	Activity
1. Bend and stretch	1. Bend and stretch arms and legs. Tell children to make themselves tall, small, narrow, short. Experiment with body parts that will stretch. Stretch like a giraffe.
2. Swing and Sway	2. Swing arms--forward and backward, from side to side. Sway from waist with arms overhead. Sway like a pendulum. Sway like a tree.
3. Push and pull	3. Pretend to push a baby carriage. Pretend to be an animal that pushes with its head. Pretend to pull a wagon. Pretend to row a boat.
4. Twist and turn	4. Pretend to be a corkscrew. Pretend to be a top, fan, or egg beater. Find how many body parts will twist and/or turn.
5. Shake and bounce	5. Discover how many parts of the body can shake. Pretend to be a rag doll, jello, a dust mop, etc. Start shaking feet, then knees, then hips, then shoulders, then the head, then the whole body. Reverse the order and do again. Bounce up and down to rhythm. Pretend to be a bouncing ball. Pretend to bounce on a bed.

Body Mechanics

These are essential to proper development.

1. Stand	1. Stand tall; standing like a soldier encourages rigidity.
2. Sit	2. Help children sit correctly with shoulders "up." Sit like Indians on the floor.

3. Squat or stoop	3. Practice squat from such positions as standing, walking, skipping, running, etc.
4. Fall	4. Fall from kneeling position, relax body, and fall forward with fingers pointing forward. Fall forward from standing position, relax, drop to knees, as above. From a standing position, fall backward with fingers pointing forward.
5. Relax	5. Pretend to be a rag doll, melting snowmen, blowing clothes on line, etc.
6. Start and stop	6. Practice starting and stopping (from a walk, run, skip) with a signal.
7. Push and Pull	7. Practice by putting away equipment. Practice on imaginary objects--upward, downward, sidewards.
8. Lift and carry	8. Have children pick up small objects by bending knees, not waist. Pretend to raise window with back to window using leg, not back, muscles.

Movement Exploration

Ask question or present problem to be solved. Do not make suggestions or demonstrate. Do not encourage imitation.

Suggested questions:

1. Find a space on the floor that will be your place. See if you can move your arms out wide and not touch anyone. If you touch someone see where you can move where you will not be able to touch anyone.
2. How many ways can you walk? (Any other locomotor movement can be used.)
3. In how many directions can you walk?
4. Can you walk and then do something else, but continue to go forward?

5. How many ways can you move forward before you touch the wall?

6. What can you move and stay in place?

7. How many ways can you move your arms? (Also legs, shoulders, hips, feet, fingers, toes, head, etc.)

8. Can you walk and move some other part of the body at the same time?

9. Can you stand in place and move your arms and something else at the same time?

10. How tall can you be? How small can you be? How wide? How thin?

Perceptual Motor Development

Directional and Spatial Relationships:

1. Balance beam
   - Walk forward
   - Walk backward
   - Walk sidewards (avoid crossing over feet)
2. Body image
   - Simon says: ("Touch your feet, nose, etc.").
3. Imitation of movement
   - Teacher makes movement with body part and children imitate.

Rhythmic Activities

Rhythmic activities are primarily fundamental locomotor, non-locomotor, and dance skills performed to rhythmic accompaniment.

Rhythm skills:

1. Walk, hop, leap, or jump to even (4/4) rhythm.
2. Run to a faster even rhythm (2/4).
3. Slide, gallop, or skip to an uneven rhythm (6/8).
4. Perform non-locomotor skills to even or uneven rhythms.
5. Turn in place to walk step.

Creative Rhythms:

- Choose records or accompaniment which is geared to fit the child's pace, not child to record's pace.

- Activities:

    1. Children walk in a variety of ways. For example, with short, long, fast, slow, hard, soft, heavy, and light steps.

    2. Change direction on a given signal.

    3. Walk like animals--names of animals may be suggested.

    4. Jump high, low, forward, backward, sideward, and turn.

    5. Hop--change from one foot to the other on a given signal.

    6. Gallop as various types of horses such as ponies, work horses, race horses, etc.

    7. Bend and stretch like an accordian, rubber band, alligator, snake, etc.

    8. Pull a wagon, horse, taffy, child; push a baby carriage, lawnmower, wheelbarrow, heavy door.

    9. Shake or bounce as jelly, riveter, ball, mechanical top, dust mop.

Games

Singing Games:

Kindergarten children generally perform individually within the group, in small groups, or entirely alone.

- All do the same things--Looby Loo, This is the Way.
- Some move differently--Five Little Chickadees, Bluebird.

Games of Low Organization: (Explain rules inside. De-emphasize winning.)

- Cat and Rat, Red Light, Circle Pass
- Rueda, rueda de San Miguel
- Las estatuas de Marfil

Classroom Games: (Avoid games that include running or throwing.)

- Tall and Small, Fruit Basket, Schoolroom Bowling

Individual Activities:

- Children need opportunity to play alone.

Game and Sport Activities

Game Skills (Divide into small groups.)	Activities
1. Roll a ball	1. Roll a ball while standing, kneeling, stooping, and using a basket as a target.
2. Bounce a ball	2. Bounce to self (catch with arms). Bounce to another child.
3. Arm catch	3. Bounce or toss to child.
4. Throw and catch beanbag	4. First pass back and forth with one hand to the other. Toss in air and catch. Toss to others in group. Toss at target.
5. Pass other objects	5. Pass objects around circle.
6. Tag	6. Catch by hand.

Gymnastics (Closely related to basic movement and rhythmic activities.)

Gymnastic Postures:

Straight Standing Position

Arm Variations: Arms at sides
Arms extended sideward
Arms extended overhead
Arms forward

Leg Variations:	Together Straddle stand Stride stand One leg standing with other leg extended straight (forward or back)

Standing with Trunk Flexed Position

Arm Variations:	Arms at sides Arms extended sideward Arms extended overhead Arms forward
Leg Variations:	Together Straddle stand Stride stand One leg standing with other leg extended straight (forward or back)

Straight Kneeling Position

Arm Variations:	Arms at sides Arms extended sideward Arms extended overhead Arms forward

Hands and Knees Position (crawl)

- Three point support
- Diagonal two point support
- Parallel two point support

Supported Pike Positions

- Straight legs, straight arms
- Modified push-up
- Shoulder support with head tucked under
- Back support pike
- Back support with legs vertical
- Straight sitting position

Supine Position

- Arms at sides, legs together
- Arms at right angles to trunk, legs spread
- Arms overhead, legs together

Prone Position

- Hands under face
- Leaning rest

Suggestion: From hands and knees position, break fall (all weight should hit floor simultaneously).

Tuck Position

- From a straight standing position to a squat tuck
- Tuck position lying on back
- Tuck position sitting

Balances Exercises

Equilibrium is signalled principally by the vestibuler apparatus, though other mechanisms, including vision and proprioceptive impulses, contribute. All of these mechanisms receive important training when a child is taught upright balances and inverted balances. The kindergarten child does not have the necessary maturation of nerve pathways for refined control of movement. The teacher must be satisfied with "attempts to balance." Controlled balances may not occur until the necessary myelination is completed.

All balances to be considered successful should be held for a count of five. Holding inverted balance positions for long periods of time is not desirable.

Upright Balances:

- Touch toes, legs straight
- Grapevine standing
- Tuck sitting with feet off floor
- Modified sitting V balance
- Stork stand
- Side scale
- Front scale

Inverted Balances:

- Five point balance--From a crouch position with hands and feet on mat, place top of head on mat.
- Three point balance (tripod)--From five point balance place knees on top of elbows.
- Three point balance (free)--From the position described above, have the student raise the knees until they are no longer supported by the elbows.
- Stright leg five point balance--From the crouch five point balance have the student extend the legs until the knees are straight. The weight of the body is supported mainly on the hands and top of head.
- Straight leg three point balance--From the position described above, have the student raise the hips (center of gravity) until the feet can be raised about three or four inches from the mat.
- Perch balance--With hands supporting hips (legs straight, toes pointed, with hands under shoulders; with hands alongside body).

Tumbling Exercises

1. Log Roll--lie flat, hands overhead, body stiff, feet together. Roll over.
2. Rising Sun--squat, tuck head, grasp hands around knees, rock back and forth.
3. Walk on all fours.
4. On all fours move hand forward then move feet forward.
5. Frog hop.
6. Bear walk with **arms and legs straight.**
7. Lame Dog--hold one foot up and other foot and hands on floor.

Conditioning Exercises

Devote only a few minutes each week to these because they involve muscles not used frequently in everyday activities.

1. Toes touch--keep legs straight.
2. Front and back clap--keep arms straight.
3. Run in place--heels on floor, arms free.
4. Neck rotation--slowly.
5. Deep breathing--hands joined, knees and elbows straight.
6. Hammer swing--stand with feet apart, hands joined in front of body.
7. Body stretch--stand stright, lift arms.
8. Bent knees sit-up--lie on back, hands clasp behind neck, partner holds ankles down.
9. Leg lift--about 3 inches up
10. Upper back lift--lie on back, clasp hands behind neck

RESOURCE AND ACTIVITY UNITS

Spanish Language Enrichment Units

Providing an opportunity for the child to begin school using his first language and to enrich, expand, and clarify that language may prove helpful as the child communicates with adults and with his peer group.

The following units are designed to fulfill those needs of the child. They should be flexible. Time allotment will depend on needs of the individuals in the class.

Units

I. Getting Acquainted
II. Awareness of Body Parts, Functions, and Clothing
III. At Play with Friends, Pets, and Toys
IV. The Family
V. Our Home
VI. The Food We Eat; Colors of Food
VII. At School
VIII. In the Community

SPANISH LANGUAGE ENRICHMENT UNIT

UNIT I. Getting Acquainted (Greetings, Names, Identifying Self)

Objectives: 1. The child will be able to ask and respond to questions such as:
¿Cómo te llamas? Me llamo ______________.
¿Cómo estás? Bien, gracias.
2. The child will be able to sing child's name in songs.

Vocabulary

Spanish	English
Amigo	Friend
Buenos días, ___.	Good morning, ____.
Este es ________.	This is ________.
¿Quién es?	Who is this?
Es ____________.	It is ___________.
Hola, __________.	Hello, __________.
Adiós, __________.	Goodbye, ________.
¿Quién eres tú?	Who are you?
¿Cómo te llamas? Me llamo___.) Mi nombre) es _______.)	What is your name? My name is ______.
¿Cómo estas?	How are you?
Bien, gracias.	Fine, thank you.
¿Quién quiere brincar?,etc.	Who wants to jump?,etc.
Yo quiero____, etc.	I want to ______, etc.

Activities

1. Read *¡Amigos! ¡Amigos! ¡Amigos!*
2. Sing "Buenos días."
3. Have children draw picture of self.
4. Sing "¿Quién toca (llama) a mi puerta?" (Who is Knocking at My Door?) Pantomime knocking on the door.
5. Sing Fray Felipe--(Substitute child's name.) Sing "¡Hola, ____!"
6. Sing "Adiós a ti."
7. Ask names of children using puppet. Sing "Juan y Juana." (Substitute child's name.)
8. Sing "María usa un vestido rojo." (Substitute the child's name.)
9. Play ¿Quién eres tú? (Who are you?)
10. Distribute name tags as children's names are called. Make a game of this activity.
11. Make clay images of friends.
12. Play "¿Quién es?" (Who is this?) Play a guessing game by feeling the children while blinfolded.
13. Show filmstrip, "Caperucita roja".
14. Arrange toy telephone dialogues between children.
15. Sing "Juan Paco Pedro de la Mar".

Resources

1. Bowmar Publishing. Company
12. Preschool Instructional Program for non-English-Speaking Children, Texas Education Agency
13. Laguna Language Series, Kenworthy Co.

UNIT II. Awareness of Body Parts, Functions, Clothing

Objectives:
1. The child will be able to name the various parts of the body.
2. The child will be able to name the various articles of clothing.

Vocabulary

Spanish Functions	English
Yo toco con mis _____.	I ____ with my ____.
Tocate ________	Touch your _______
la mano (las manos)	hand(s)
la pierna	leg
el brazo	arm
el pie	foot
la cabeza	head
la boca	mouth
la camisa	shirt
el zapato	shoe
los pantalones	pants
el vestido	dress
el calcetín	sock
los calcetines	socks
el saco	coat
el abrigo	overcoat
la blusa	blouse
la falda	skirt
la gorra	cap
el cuerpo	body
el ojo	eye
la nariz	nose
el dedo	finger
el pelo	hair
el cuello (pescuezo)	neck
el oído	ear
la cabeza	head

Activities	Resources
1. Play game with actions. I clap with my hands. I jump with my legs. I walk with my feet. I open my mouth, etc.	1. Peabody Language Development Kit, Level P, American Guidance Co.
2. Dress manikins (boy and girl). Identify clothing.	2. Peabody, Level P
3. Translate & sing "Not Song."	3. Peabody, Level P
4. Play "Simon Dice."	4. Peabody, Level P
5. Assemble manikin. Play game, "What's Missing?"	
6. Sing "Voy a la tienda."	6. ¡Hola! ¡Vamos a cantar!
7. Sing "Mira mi títere."	7. ¡Hola! ¡Vamos a cantar!
8. Sing "Pobre Pedro."	8. ¡Hola! ¡Vamos a cantar!
9. Have children look in a mirror; draw features.	
10. Have children draw around self on floor.	
11. Sing "Cabeza hombros, rodillas," "Si estas contento"("If you're Happy"), "Juan, sé listo" (Jack Be Nimble), "Abranlas, ciérrenlas." (Open, Close Them)	
12. Read Los Cuatro Sombreros de Benny	12. Bowmar Publishing Co.

UNIT II. (Continued)

Vocabulary		Activities	Resources
la cara	face	13. Read Pulgarcito.	13. Little Golden Book
el diente	tooth	14. Sing "Así nos lavamos . . ."	
el dedo	toe	15. Stimulate conversation by showing picture in Day by Day folder.	15. Day by Day portfolio, David Cook Co.
el hombro	shoulder	16. Read Tu piel y la mia; pelo lacio, pelo rizo.	16. Educational Reading Service
el labio	lip	17. Say "Despiértense, deditos," "Mi carita," "Al subir una montana."	17. Para chiquitines, Bowmar
la cintura	waist	18. Play "Palmas para aplaudir."	18. Para chiquitines

UNIT III. At Play With Friends, Pets, and Toys

Objectives:
1. The child will share toys.
2. The child will participate in play situations.
3. The child will name various pets and toys.

Vocabulary

Spanish	English
jugar	to play
juego	game
el amigo, la amiga	friend
las amigos	friends
el jugete	toy
la pelota	ball
Tira la pelota.	Throw the ball.
Coge la pelota.	Catch the ball.
Vamos a jugar.	Let's play.
____ está jugando con ______.	____ is playing with ____.
Dame (el, la) ____, por favor.	Give me the ____, please.
Gracias.	Thank you.
Me gusta jugar con ____.	I like to play with ____.
la muñeca	doll
los bloques	blocks
el perro	dog
el gato	cat
el conejo	rabbit
el pescadito	little fish
el cuyo	gerbil

Activities

1. Play in housekeeping center, block center, science center, etc.
2. Play classroom games.
3. Read ¡Amigos! ¡amigos! ¡amigos!
4. Play "Animal Lotto."
5. Read poems:
   "Cinco pollitos"
   "Los anilmalitos"
   "La ranita"
   "Mi pollito"
6. Sing "Las pollitos dicen, pio, pio, pio,"
   "¿Adonde, adonde se ha ido mi perro?"
   "El conejito"
   "Soy su amiguito"
7. Say "Un corderito tenía María."
   ¿Donde está?
   "Soy su amiguito."
8. Play game "¿Quién soy?"
9. Say "Pescadito, pescadito."
10. Play: "El gato y el perro"
    "Pato amarillo"
11. Read: El conejito y su guitarra
    El patito listo
12. Listen to story records:
    "El patito feo"
    (Use flannel.)
    "El gato con botas"
    "Los tres osos"

Resources

5. Para chiquitines, Bowmar
6. Para chiquitines
6. ¡Hola! ¡Vamos a cantar! Shawnee Press
7. Tell Again Nursery Rhymes, McGraw-Hill
9. Para chiquitines
11. Little Golden Books, Editorial Navaro

UNIT III. (Continued)

Vocabulary		Activities	Resources
Spanish	**English**		
		13. Sing "Soy su amiguita." Sing "Pasa la pelota." Sing "Mi Burro." Dance "Mi burrita." Use finger plays.	13. ¡Hola! Vamos a Cantar! Shawnee Press
		14. Bring pets to room and let children play with them.	
		15. Say rhyme, Había un ancianito	15. Tell Again Nursery Rhymes, McGraw Hill
		16. Discuss what a friend is and what friends do together.	
		17. Name some friends.	
		18. Draw picture of favorite friend in the school room (at home, etc.).	
		19. Read ¡Amigos! ¡amigos! ¡amigos!	19. Bowmar Publishing
		20. Take a trip to toy store.	
		21. Make toys from boxes, scraps, etc.	
		22. Let each child talk about his own pet.	
		23. Identify sounds made by pets. (Have children name the animal.)	
		24. Have children discuss difference between their pets and other animals.	
		25. Discuss the care of pets. (Use picture.)	
		26. Take a trip to pet store.	
		27. Make Christmas decorations of conrstarch dough.	
		28. Let children tell about favorite games and toys.	
		29. Read Afuera.	Bowmar Publishing Co.

UNIT IV. The Family

Objectives: 1. The child will be able to name members of the family.
2. The child will be able to tell what a family does together.

Vocabulary

Spanish	English
la (mamá) madre	Mother
el (papá) padre	Father
el hermano	Brother
la hermana	Sister
el bebe, bebito	Baby
el abuelo	Grandfather
la abuela	Grandmother
mediano (a)	middle-sized
viejo	old
joven	young
pequeño, chico, chiquito	small
grande	big
la tía	Aunt
el tío	Uncle

¿Cuántos _______ tienes?
How many (brothers, sisters) do you have?
Tengo _______(hermanos, hermanas).
I have _____ (brothers, sisters).
¿Cuántas personas hay en tu familia?
How many persons are there in your family?
¿Qué hace tu familia juntamente?
What does your family do together?

Activities

1. Say fingerplay, "Mi familia."
2. Say nursery rhyme, "Tortillitas."
3. Show film, "Three Bears."
4. Role-play the family in housekeeping corner.
5. Sing "¿Quien es?"
6. Identify persons from Peabody Language Development Kit
7. Draw pictures of family.
8. Discuss what you do with your family.
9. Sing "El papito."
10. Say "Mi mamita," "Mi papito."
11. Display flannel characters. Discuss each one.
12. Play guessing game: "Guess which member of the family I am."
13. Sing the translation of "Not Song."
14. Read Mi papá.
15. Cook hot cakes.
16. Cook pinole.
17. Take a trip to the bakery.

Resources

1. Para chiquitines, Bowmar
5. ¡Hola! ¡Vamos a cantar!
6. Peabody Language Development Kit, Level P
9. Para chiquitines
10. Para Chiquitines
13. Peabody Language Development Kit, Level P
14. Bowmar

UNIT V. Rooms of the House, Furniture (The Home--House)

Objectives:
1. The child will be able to name the various rooms of the house.
2. The child will be able to identify the furniture when asked.
3. The child will be able to place furniture in the appropriate rooms.

Vocabulary

Spanish	English
la sala de recibo	living room
la recámara	bedroom
la cocina	kitchen
el comedor	dining room
el cuarto de baño	bathroom
el corridor, el pasillo	hall
el garage	garage
la casa	the house
el hogar	home
el cuarto	room
el ropero (la guardaropa)	closet
la ventana	window
la puerta	door
el techo, la azotea	roof
el baño	bath, bathtub
la taza	toilet bowl
el lavabo	lavatory
los muebles	furniture
la mesa	table
la silla	chair
el sofá	sofa

Activities

1. Sing "¿Donde esta?"
2. Sing "Mi casa blanca."
3. Use posters about the house.
4. Pantomime "The Three Bears."
5. Pantomime "The Fox and the Stork."
6. Play with doll house and doll furniture.
7. Say "Pisito, pisito, pisito."
8. Play guessing games with pictures of furniture.
9. Tell story of "Los Tres Osos"
10. Listen to record, "Sounds Around the House."
11. Talk about your house and furniture.
12. Sing "¿Esta puesta la mesa?"

Resources

1. ¡Hola! ¡Vamos a cantar!
2. ¡Hola! ¡Vamos a cantar!
3. Kindergarten Health Charts, Scott, Foresman and Company
5. Laguna Language Series, Kenworthy
7. Tell Again Nursery Rhymes, McGraw Hill
8. Peabody Language Development Kit, Level P
9. Laguna Series, Kenworthy
10. Sounds I Can Hear, Scott Foresman
12. ¡Hola! ¡Vamos a cantar!, Shawnee Press

UNIT V. (Continued)

Vocabulary		Activities	Resources
Spanish	English		
el sillón	armchair		
la mecedora	rocking chair		
la cama	bed		
la cómoda	dresser		
la estufa	stove		
el refrigerador,	refrigerator,		
la hielera	icebox		
la alacena	cabinet		
el estante	shelf		
el televisier	television set		
la television	television program		
el radio	radio		
el tocadiscos	record player		
el teléfono	telephone		
la vasija	set of dishes		
vajilla de plata	silverware		
la cuchara	spoon		
el tenedor	fork		
el chuchillo	knife		
el abrelatas	can opener		
la sopera	bowl		
el sartén	skillet		
la olla	pot		
los platos	dishes, plates		
el platillo	saucer		
la cacerola	saucepan		
la taza	cup		
el vaso	glasses		
el pimentero	pepper shaker		
el salero	salt shaker		
el azucarero	sugar bowl		
la charola	tray		

UNIT VI. The Foods We Eat; Colors of Foods

Objective: The child will name fruits, vegetables, meats, and milk products.

Vocabulary

Spanish	English
I. Legumbres	Vegetables
la lechuga	lettuce
el tomate	tomato
la papa	potato
el apio	celery
la zanahoria	carrot
el repollo, la col	cabbage
la espinaca	spinach
el chícharo	pea
el pepino	cucumber
el camote	sweet potato
el rábano	radish
el chile	green peppers
el elote	corn (on the cob)
la cebolla	onion
II. Frutas	Fruits
la manzana	apple
la naranja	orange
las uvas	grapes
la pera	pear
el plátano	banana
la toronja	grapefruit
la fresa	strawberry
el durazno	peach
la piña	pineapple
el limón	lemon
la cereza	cherry

Activities

1. Taste different foods at a tasting party.
2. Take a trip to the supermarket.
3. Take a trip to the restaurant.
4. Cook in classroom:
   - .hot chocolate
   - .pudding
   - .spaghetti
   - .jello
   - .cookies
   - .tortillas
   - .french fries
   - .boiled eggs
   - .fritters
   - .waffles
   - .cinnamon toast
   - .peanut butter and jelly toast.
5. Talk about good food and its importance.
6. String colored macaroni.
7. Make clay vegetables and fruits.
8. Discuss pictures and colors of foods.
9. Sing "Naranja dulce."
10. Cut foods you like from magazines.
11. Play circle game: Stand behind fruit; walk in circle til music stops. Describe color of food in front of you.
12. Play color game.
13. Play fishing game.
14. Set up grocery store in classroom.
15. Play restaurant in classroom.
16. "Este es el modo" (cut the meat, stir the rice, drink my milke, etc.)--translate.
17. Sing "Vamos a mi casa."

Resources

9. Para chiquitines. Bowmar

17. ¡Hola! ¡Vamos a cantar!

UNIT VI. (Continued)

Vocabulary		Activities	Resources
Spanish	English		
III. Carne	Meats	20. Show film & dramatize El hombre de pan de jengibre.	20. Curriculum of Texas
la chuleta de puerco	pork chop	21. Play tasting game. Close eyes, taste food, tell what it is.	
el menudo	tripe		
el picadillo	ground meat		
el tocino	bacon	22. Sing "El supermercado."	22. ¡Hola! ¡Vamos a cantar!
el jamón	ham	23. Read El supermercado.	
el pollo	chicken	24. Take a trip to the bakery.	
el pescado	fish	25. Take a trip to the tortilla factory.	23. Taylor Publishing Company
el hígado	liver		
los riñones	kidneys		
el salchichón (la bolona)	bologna		
el biftec, el bistec	beef steak		
IV. Productos de leche	Milk Products		
la leche	milk		
el queso	cheese		
la mantequilla	butter, oleo		
el helado	icecream		
V. Miscellaneous			
la hamburguesa	hamburger		
la salchicha	hot dog		
el chocolate	chocolate		
la ensalada	salad		

UNIT VI. (Continued)

Vocabulary		Activities	Resources
Spanish	**English**		
el pan	bread		
la manteca	lard, shortening		
el jugo	juice		
el pan tostado	toast		
el bisquete (el bizcocho)	biscuit		
la galleta	cookie, cracker		
la avena	oatmeal		
el cereal	cereal		
los cereales	cereals		
el arroz	rice		
el dulce	candy		
los dulces	(sweets) candies		
la miel	honey		
el pastel	pie		
el bollito	cupcake		
la soda	soda pop		
la jalea	jelly		
la sopa (el caldo)	soup		
las papas fritas	fried potatoes		
los cacahuates, nueces	nuts		
Colors			
rojo	red		
café, castaño, pardo	brown		
azul	blue		
amarillo	yellow		
verde	green		
negro	black		
blanco	white		
gris	gray		
anaranjado	orange		
morado	purple		

UNIT VII. At School

Vocabulary

Spanish	English
la escuela	school
el kindergarten, el kinder	kindergarten
la bandera	flag
el escritorio	desk
la silla	chair
el pizarrón (la pizarra)	blackboard
la tiza (gis*)	chalk
el borrador, la goma	blackboard eraser pencil eraser
el lapiz	pencil
la pluma	pen
el engrapador	stapler
las grapas	staples
el calendario	calendar
el cajón	drawer
el amario, el ropero	locker, closet
el casillero, el estante	shelf
el retrato	portrait
el cuadro	picture
el instrumento musical	musical instrument
el reloj	clock
el libro	book
el papel	paper
el cortador	paper cutter
el bloque	block
lost bloques	blocks
la fuente	fountain
el corredor, el pasillo	hall
la oficina	office

Activities

1. Get acquainted with school and personnel.
2. Take school tours to other classrooms, cafeteria, offices, etc. Discuss and name offices.
3. Play a guessing game using pictures of school-related objects.
4. Read Cuando vamos a la escuela, Alex Rider
5. Sing "Este es el modo que vamos a la escuela." (Tune: "Mulberry Bush")
6. Listen ro record, "Sounds We Hear, Sounds Around the School."
7. Play in classroom centers and name classroom furniture and supplies.
8. Discuss pictures and compare with real objects.
9. Have safety patrol talk with children.

Resources

4. Educational Reading Service

6. Sounds I Can Hear Scott Foresman

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*gis--g pronounced as "j."

UNIT VII. (Continued)

Vocabulary		Activities	Resources
Spanish	English		
el director	principal		
la enfermera	nurse		
la secretaria	secretary		
la veneciana, la persiana	venetian blind		
el disco	record (musical)		
el cuaderno	notebook		
los colores	crayons		
la rompecabeza	puzzle		
la muestra	teacher		
la regla	ruler		
el barro	clay		
el juguete	toy		
las tijeras	scissors		
la pintura	paint		
la pasta	paste		
la alfombra	carpet		
el agua	water		
la servilleta	napkin		
la toalla	towel		
el popote	straw (for drinking refreshments)		
el excusado	toilet, watercloset		
la mesa	table		

UNIT VIII. In the Community (Helpers, Places)

Objectives:
1. The child will name the community helpers.
2. The child will identify the community.
3. The child will role-play duties of helpers.

Vocabulary

Places in the Community

Spanish	English
el parque	park
la tienda	store
la iglesia	church
la gasolinera	service station
la clínica	clinic
el restaurán el restaurante	cafe, restaurant
la bodega	warehouse
la estación de bomberos	fire station
el correo	post office
el supermercado	supermarket
el hospital	hospital
el garage	garage
la escuela	school
la comunidad	community
la estación de policía	police station
la carta	letter
la calle	street
el buzón	mailbox
el semáforo	signal light

Activities

1. Take excursions to a park to a church, to a cafe, to a supermarket (food unit), to a service station, to a fire station, to a post office, etc.
2. Discuss pictures of community
3. Role-play in centers in the classroom (a store, cafe, hospital). (Use play money where needed.)
4. Sing "Este es el modo que cruzamos la calle."
5. Practice crossing street with no light and one with a light.
6. Mail letters in a room-constructed mailbox or at the neighborhood post office.
7. Invite resource people to speak:
   - .policeman
   - .postman
   - .grocery man
   - .milkman

Resources

1. Instructo Picture Charts
2. Health and Safety Highlights Charts

Vocabulary		Activities	Resources
Spanish **Ayudantes**	**English** **Helpers**		
el policía	police	1. Make hats of various helpers and role-play each helper.	
el cartero	mailman		
el lechero	milkman		
el panadero	baker	2. Play games such as "The Missing Child" in which the policeman is used.	
el carnicero	butcher		
el zapatero	shoe repairman		
el barbero	barber		
el asistente de gasolinera	service station attendant	3. Play guessing games about helpers.	
el bombero	fireman		
el doctor, el médico	doctor		
la enfermera	nurse		
el dentista	dentist		
la maestra	teacher		
el director, el principal	principal		
la clínica	clinic		

Phrases

1. Vamos al (a la) ___________.
   Let's go to the ____________.
2. Este (esta) es el (la) _____.
   This is the _______________.
3. El (ella) es un (una) ______.
   He (she) is a ______________.

Activities for Building Number Concepts

UNIT I. Positions

A. Open - Close (abrir - cerrar)

- Say and perform finger play, "Open, Close Them" ("Abranlos, Cierrenlos")
- Play "Simon Says" with commands, "open - close."
- Respond to commands to "open the door; close the door."

B. In - Out (adentro - afuera)

- Play "Jack-in-the-Box" using children's names.
- Play game, "In and Out the Window."
- Read Afuera.

C. Over - Under (sobre - abajo)

- Go over and under rope or board in a game-like line when command is given.
- Make a block bridge. Have toy animals, cars, etc., go over or under the bridge.
- Play "Leap Frog."

D. Above - Below (arriba - abajo)

- Locate and name parts of the body which are above the waist.
- Place flannel cut-outs above or below a string on the flannel board.
- Tell what is above or below horizon line in several chosen pictures.

E. On - Off

- Rotate turns to "turn on" and "turn off" the lights when entering or leaving the room. (prende - apaga)
- Respond to commands to "take the hat off the doll; put the hat on the doll," etc. (ponle - quitale)
- Play guessing game, "What is on the table?" "What did ________ take off the table?" (en - quito)

F. High - Low (alto - bajo)

- Say and perform finger play, "El Avion."
- Throw ball high or low on command in game.
- Pretend to be animals that jump high, crawl low, etc.

G. Here - There (agui - alla)

- Place objects close to center of room (here) or in corner (there) in group game.
- Find close objects (here); find objects far away (there).

UNIT II. Sizes

A. Big - Middle Sized - Little (grande - mediano - pequeño)

- Tell flannel stories of Three Bears (compare sizes of bears, bowls, beds, and chairs) and Three Billy Goats Gruff.
- Place Peabody Language Kit magnetic shapes in order, according to size.
- Display 3 balls of these sizes in middle of circle. Call on child and have him "Get the ________ size ball and bounce it ______ times," etc. (Agarra la pelota ______ y rebotala ______ veces," etc.)

B. Tall - Short (alto - chaparro)
(bajo)

- Measure children; compare their heights and record on strip of paper on wall.
- Compare heights of teacher (tall) and a child (short).
- Use building blocks to construct tall or short buildings.

UNIT III. Shapes

Circle - Square - Triangle - Rectangle (circulo - cuadro - triangulo - rectangulo)

- Make masking tape shapes and place on floor. Let a child jump, walk along the edge of, or sit in the middle.
- Make the shapes with clay, pipe cleaners, rope, cooked spaghetti, etc.
- Cut various sized shapes out of construction paper and paste on paper in combinations to form animals, people, buildings, etc.

UNIT IV. Time

A. Early - Late (temprano - tarde)

- Discuss pictures of activities we do early (temprano) and late (tarde) in the day.
- Read Good Morning, Good Night.
- Read The Moon Tonight.

B. Now - Then (ahora - despues)

- Read Now and Then and discuss.
- Discuss the day's activities in terms of what we do when we come in (now) and what we will do later (despues).

UNIT V. One to One Correspondence

- Match set of color chips to set of red blocks.
- Give each child who has a milk carton a straw at snacktime. Have children rotate turns at passing out milk, straws, napkins, cookies.
- Set table in kitchen--one plate, one napkin, one fork, one spoon, one knife, and one glass per person at the table.
- Play "Musical Chairs."

UNIT VI. Development of Concrete Number (0 - 6)

A. Building Concept of 1 (un, uno, una)

- Read Gingerbread Boy. Enumerate characters in sets of 1 gingerbread boy, 1 fox, 1 woman, etc.
- Find sets of 1 in the room.
- Place sets of 1 on the flannel board.
- Cut out sets of 1 from magazines.

B. Building Concept of 2 (dos)

- Read Mirate los ojos; say nursery rhymes such as "Jack and Jill." Enumerate sets of two (2 eyes, etc.)
- Find pairs of body parts and clothing.
- Draw around hands on construction paper. Cut and paste on contrasting paper.
- Build sets of two on the flannel board.

C. Building Concept of 3 (tres)

- Read stories with three main characters, such as Three Pigs, Tengo, Tengo, Tengo, Three Bears. Enumerate characters, etc. Draw the story of the Three Bears.
- Locate sets of three in the room.
- Build sets of three with blocks.
- Build sets of three on the flannel board.

D. Building Concept of 4 (cuatro)

- Read Four Musicians of Breman (Los Cuatro Cantadores de Guadalajara) Enumerate sets of four.
- Listen as teacher claps "one, two, three, four." Tell how many times she clapped.
- Build sets of four with blocks.
- Build sets of four on flannel board.
- Arrange selves in groups of four in classroom game. Change groups each time a signal is given.

E. Building Concept of 5 (cinco)

- Say "Cinco Pollitos."
- Count fingers, toes of each hand and foot.
- Teach "Mi Familia," using picture of hand. Trace hand and draw family on the fingers of the hand.
- Build sets of blocks, 1 - 5.
- Build sets of five on flannel board.

F. Building Concept of 6 (seis)

- Sing "Six Little Ducks" or "Seis Pollitos Tiene Mi Tia."
- Locate sets of six blocks, puzzles, etc.
- Build sets of blocks, 1 - 6.
- Build sets of six on flannel board.
- Play 'Stepping Stones" game in which children on given signal step on tile with certain set of dots.

UNIT VII. Process of Addition

- Combine sets of children and count new set. Discover what happens.
- Combine sets on flannel board. Tell what happened. Enumerate new sets.
- Count dots on one end of domino, count dots on other end of domino. Then count dots together. Discuss if last count was more or less.

- Locate sets of objects in the room, combine two sets; tell how many in new set.

UNIT VIII. Process of Subtraction

- Sing "Five Squirrels" and "Five Chickadees." (Take away songs.)
- From a group of children, remove one. Tell how many remain. Tell what happened.
- Build set of six blocks. Remove one. Tell what happened. Remove other sets from six. Tell what happens.

Rote Counting - Throughout Year

Spanish:

- Sing, "Diez Inditos."
- Say, "Pin-Uno."
- Sing, "Spanish Counting Song."
- Say, "La Gallina."
- Say fingerplay, "Contando y Cantando."
- Say, "Cinco Centavos Cafes."
- Sing, "Los Dias de la Semana."
- Sing, "Un Elefante."
- Sing, "El Barco Chiquito."

English:

- Sing, "Ten Indians."
- Say fingerplay, "One, Two, Three."
- Sing, "This Old Man."
- Play hopscotch game to 10.
- Count the days of the week.
- Sing, "Six Little Ducks."
- Say, "Two Little Black Birds."
- Say, "One, Two, Buckle My Shoe."

Social Studies Units

General Units

UNIT I. Me

A. Who I Am

- Play identification game in which children, one by one, look at themselves in a mirror and others identify them. "This is ______."
- Draw pictures of selves and tell about drawings.
- Use puppets to introduce children to each other.
- Play guessing game in which one child is described by another and the rest of the class guesses who it is.

B. What I Like to Do

- In discussion time, have children tell what they like to do at certain times (e.g. on a rainy day, on Sunday, at night).
- Draw pictures of "What I Like to Do."
- Read Cuando Vamos a la Escuela.
- Play favorite games of children. Let them decide on a game or activity each day.

C. What I Like

- Cut out pictures of "What I Like to Eat."
- Read Let's Eat.
- Discuss favorite colors.
- Make clay model of favorite toy.
- Discuss "What I Like About Myself."

D. How I Feel

- Allow children to put on perfume. Have them tell how they feel.
- Have children tell how colors make them feel as teacher displays various colors.
- Mimic how one looks when he is happy, sad, or angry.
- Read David is Mad.
- Have children reach into mystery box and take one object, look at it, and tell others how he feels about it.

E. Good Manners

- Role play situations in which "magic words" such as "Thank you, You are welcome, I'm sorry, Excuse me, etc." are spoken to each other.
- Designate and rotate host role of children to be performed spontaneously when visitors arrive.
- Practice table manners following discussion of picture in which children are eating.

UNIT II. My Friends

- Play guessing game, "Who is Missing?" in which children close eyes, one child leaves the room and the others guess who is missing.
- Draw a picture of a friend. Tell what he does that makes him a friend.
- Discuss how we feel about our friends.

UNIT III. My Family and I

A. My Family (Identify)

- Draw picture of family. Discuss the role of each member.
- Cut out magazine pictures of members of a family and describe what each is doing.
- Say rhymes, "Mi Mamita," and "Mi Papito."
- View filmstrip, "Little Red Riding Hood."
- View film, "The Three Bears."

B. What We do Together

- Role play shopping tour with family.
- Discuss going to church together.
- View filmstrip, "Fun at Home."
- View filmstrip, "Together in the Family."

C. Family Responsibilities

- Role play the father's duties at work and at home.
- Role play the mother's duties at home (and at work).
    Cleaning the house
    Making the beds
    Cooking meals
- Read, If I Were a Mother.
- Role play responsibilities of children.

UNIT IV. My School

A. Our School (The facility)

- Have children describe classroom.
- Show "Health and Safety" posters, "Going to School" and "Lunch and Play at School."

B. Jobs of Workers at School

- Visit the office of the principal.
- Visit the office of the nurse and ask her to explain and demonstrate the equipment.
- Visit the library and select story for librarian to read to the group.
- Go through cafeteria line, with tray, silver, and napkin.
- Invite custodian to visit class and discuss his duties with the children.

C. Keeping our Rooms Neat (Housekeeping)

- Ask custodian to demonstrate jobs children can do to keep room clean.
- Rotate turns with housekeeping chores.
- Arrange and replace each activity center or area before any new activity is begun as a matter of daily routine.

UNIT V. Places I go--Things I Do

A. Our Neighborhood

- Have children describe their own neighborhood.
- Describe "neighbor" and a "neighborhood." Discuss "Who is your neighbor?"
- View filmstrip, "Making Your Neighborhood."
- Take an excursion around the school and observe homes, stores, etc.
- Draw own house. Draw neighbors' houses.
- Draw a picture of a favorite neighbor.

B. Where I Go With My Family

- Draw favorite place one goes with his family.
- Discuss all the places the family takes the children.
- Discuss posters of a neighborhood and have children relate to their own community.
- Show color slides of places in the community and elicit discussion and identification.

C. The Grocery Store

- Take an excursion to the grocery store and purchase items for one meal.
- Conduct a food preparation activity.
- Classify food pictures cut from magazines according to fruits, vegetables, meats, etc.
- Role play the grocer and the customer in a "classroom" grocery corner.
- Read Vamos al Supermercado.
- Smell and taste foods.

D. The Cafe

- Role play the waitress and the customer in a "classroom cafe."
- Visit a cafe near the school and order milk and a doughnut for snack.
- Draw what one liked best about experience of cafe excursion.
- Write a "thank you" letter to the cafe operator following the visit.

E. The Department Store

- Visit a large department store and identify departments.
- Select items "one wants to buy" from catalogs which are placed in the centers.
- Sing, "Voy a la Tienda" from "Hola! Vamos a Cantar."

F. The Doctor's Office

- Show poster, "A Visit to the Doctor" (Health and Safety Highlights, Scott Foresman) and discuss picture.
- Role play doctor and patient, using a doctor's kit.
- Listen to heartbeat with stethescope.

G. The Fire Station

- Make a fireman's hat.
- Read, Sam, the Firehouse Cat.
- View filmstrip, "Firemen."
- Handle and discuss the fire trucks collection (Chamber of Commerce Awards) from the school library.

H. The Service Station

- Take an excursion to a service station.
- Ask attendant to demonstrate how a jack lifts a car.
- Bring tools to class which fathers use to work on cars.
- Invite a father to discuss safety and tools used when working on a car or tools used at a station.

J. How We Travel

- View filmstrip "Transportation."
- Make a transportation booklet. Find, cut, and paste pictures of five different transportation vehicles.
- Bring picture of Apollo and the moon. Discuss traveling to the moon.
- Make clay models of the transportation vehicles with which children are acquainted.
- Visit the airport, the bus depot, the train depot.
- Show films on vehicles and transportation.

K. The Post Office

- Role play the postman from a "post office corner" set up in the room.
- Visit a post office and mail cards to mothers.

L. The Farm

- Display and discuss Peabody Language Development, Level P, Poster about the farm.
- Find and display pictures of people, equipment, and animals found on a farm.
- Sing "The Farmer in the Dell."
- Listen to recorded animal sounds and identify those farm animals.
- Visit the Tech farm.

M. The Park

- Visit a nearby park and ask parents to serve a "picnic" snack.
- Take pictures of children and their activities at the park. Later identify and discuss pictures.
- Visit the park in winter and in spring. Take color slides and contrast seasonal changes.

N. Vacation

- Discuss where children have gone on vacations.
- Discuss types of clothing you take along on a vacation (Drip dry, easy-to-wash, etc.).
- Discuss safety during vacation travel and play.

Holidays

1. Halloween Fun

- Invite a policeman to visit and discuss Halloween Safety.
- Say rhymes "One Misty Morning," "Three Ghosts," "Five Jack-O-Lanterns," and "A Goblin Lives at my House."
- Carve a Jack-O-Lantern.
- Discuss Halloween fun at home.
- View filmstrip "Celebrating Halloween."
- Bake Halloween cookies and make "witches punch" for the party.
- Make trick or treat bags.
- Have a Halloween party.

2. Thanksgiving

- Have a Thanksgiving dinner--planned by parents (bought at school).
- Discuss behavior at Thanksgiving dinner.
- Cook a pumpkin pie.
- Encourage children to tell what they are thankful for.
- Create a turkey with an apple body and marshmallows for feet.
- Sing, "If You're Happy" (English and Spanish).
- Show filmstrips, "Little Johnny Pilgrim."

3. Christmas

- Teach proper excursion behavior.
- Go shopping for Christmas gifts.
- Make Christmas wrapping paper and wrap gifts.
- Discuss how family celebrates Christmas.
- String popcorn and decorate Christmas tree.
- Have a Christmas party.
- Read books: What Mr. Snowman Said on Christmas Day, One Luminario for Antonio, and The Night Before Christmas.
- View filmstrip "Christmas in Mexico."
- Make Christmas decorations.

- Listen to records, "La Piñata" and "Rudolph the Red Nose Reindeer."
- Sing Christmas songs, "Jingle Bells"(Spanish and English), "Noche de Paz," "Christmas Lullaby," and "Santa's Helpers."

4. Valentine

- Bake valentine cookies.
- Plan and have a valentine party.
- Make valentine post office.
- Decorate valentine bags.
- Make dolls of heart shapes (cut and paste).
- Play "Hide the Valentine" number game.
- Learn finger play and song, "One, Two, Three Little Valentines."
- Sing song, "Mary Had a Valentine."

5. Easter

- Boil and dye Easter eggs.
- Make Easter baskets from milk cartons and decorate with tissue paper.
- Dance, "The Bunny Hop."
- Read: The Bunny's Easter Surprise, Pedrito el Conejito, and El Conejito y el Huevo.
- Make Easter bonnets.
- Have an "Easter Parade."

Science Units

General Units

Seasons:

1. Seasonal Changes
    - Take an excursion around the neighborhood when seasonal changes are evident. Collect leaves for science center.
    - View filmstrips, "Fall," "Winter," and "Spring."
    - Dress manakin and dolls appropriately for seasons.
    - Make egg carton caterpillars in spring.
    - Read Ten Little Caterpillars in spring.
2. Animals in Fall and Winter
    - Hibernation
        - Using flannel cut-outs of hibernation of animals, discuss reasons for hibernation.
        - Discuss the squirrels in the park who store their food.
3. Plants in Winter
    - Contrast evergreen trees and shrubs with other trees and shrubs in winter.
    - Collect dried plants, seeds, pine cones, etc. for science center.
    - Paint pine cones, pods, etc., for Christmas decorations.
4. Planting Bulbs and Seeds
    - Plant onion, narcissus, and crocus bulbs in winter. Observe growth.
    - Place sweet potato in jar of water. Watch leaf and root development.
    - Plant bean seeds in milk cartons in spring.
    - Place corn seed on a moist towel in transparent glass and observe sprouting.
5. Animals in Spring
    - On an excursion to the park, count different kinds of animals that appear.
    - Sing "Six Little Ducks."

- Place eggs in incubator, turn eggs daily, and watch hatching as it occurs.
- Make a bird feeder and place outside of the window (winter and spring). Observe birds.

Weather:

- Read Weather.
- Observe weather from classroom window.
- Make weather charts with pictures.
- Discuss safety in icy weather.
- Place growing beans out in hot sun in spring, observe and discuss effect of heat.
- Make snow ice cream.
- Dress appropriately before going out on playground.
- Cut out winter and spring clothing to paste on drawings from heavy and light weight fabrics.
- Bring in branch from trees on which ice has formed.
- Discuss science posters of rain, hail, sleet, snow, frost.
- Participate in tornado drills.
- Fly kites which have been made from tissue paper.

UNIT I. What I am Like

- Smell perfume, play xylophone, taste lemon, salt, and candy.
- Feel textures of cloth, and discriminate colors. Identify parts of body with which we "sense" these experiences.
- Pantomine moods: anger, sadness, happiness.
- Discuss favorite foods, toys, games, and things to do.
- Draw selves as they come to school.
- Take pictures of children; elicit their responses to themselves as their pictures are shown.

UNIT II. I Grow Bigger

- Weigh, measure, and record this information on a wall chart for the children to see.
- Compare size of children to other things around them.
- Bring baby pictures and compare pictures of "then" and "now."

UNIT III. What I Need

A. Foods I Need

- Play guessing games in which foods are placed in a sack and a child, with eyes closed, identifies a food by feeling of it.
- Cut pictures of foods from magazines and paste two or three "nutritious" foods on a paper plate.
- Cook each week one simple food in class.
- Role play the mother serving breakfast, lunch, and dinner.

B. Sleep, Rest, and Play

- Draw oneself at sleep and at play.
- Rest each day for 15 minutes as a part of classroom routine.

UNIT IV. What Happens Around Me and to Me

A. Animals Around Me (Caring for Pets)

- View film, "Animals at the Farm."
- Match animal mothers and animal babies using Peabody Language Development cards.
- Discuss animal coverings: scales, feathers, hair, etc.
- Bring foods and match to pictures of animals which give us these foods.
- Care for and observe classroom pets as a part of classroom routine.

B. Machines that Help Me.

1. Wheels and Motors

- Read Working Wheels.
- Read Mike Mulligan's Steam Shovel.
- Observe gerbils on wheel in cage.
- Examine the inside of an old mixer, etc., which has a defective motor.

2. Scales

- Weigh on school scales (balance type) and on bathroom scales.
- Visit a supermarket and weigh fruits and have butcher weigh meats.
- Weigh toys on bathroom scales.
- Balance classroom items on a long board with a fulcrum.

3. Machines at Home

   - Experiment with "Telezonia" kit from Southwestern Bell Telephone Company.
   - Describe all the machines the family uses at home.
   - Identify pre-recorded machine sounds from the home (telephone, mixer, vacuum, etc.)

4. Machines at Work in the City

   - Observe street sweepers, cranes, garbage truck, etc., at work in the school area.
   - Experiment with the typewriter, calculator, scales, etc., used in school.
   - Go to service station and point out the different machines seen there. Discuss their uses.

5. All Kinds of Motor Vehicles

   - Talk about pictures of vehicles that have been cut out and mounted on poster board.
   - Draw and discuss the types of vehicles seen on the trip.
   - Examine teacher's car and discuss the things that make it go.
   - Draw a picture of the motor vehicle that helps one the most.

C. Air, Water, and Soil

1. Air

   - Blow into a paper sack and hit it so that it will burst. What made the loud noice? Discuss the answers the children give.
   - View filmstrip, "The Air Around Us" and talk about the frames suitable for kindergarten age children. (Some will not be appropriate.).
   - Blow soap bubbles. Discuss what is in them and why they float.
   - Blow across lip of empty Coke bottle. Discuss what makes the sound.
   - Light two candles. Place a jar over one and observe what happens to it.

2. Water

- Display two glasses of water--one clean, and one dirty. Discuss preference for and importance of pure drinking water.
- Display poster and discuss about the different uses of water--drinking, bathing, washing clothes, recreation, vehicles' radiators, and batteries, putting out fires, etc.
- Look at drop of dirty water and a drop of distilled water under microscope and contrast their appearance.
- Melt ice cubes and boil water (to get steam) to demonstrate three forms of water--ice, liquid, vapor.

3. Soil

- Collect samples of soil and compare textures.
- Plant beans in sandy soil, in loam, and in gravel. Observe growth of each. Discuss reasons.
- Experiment with water penetration into jars containing soil samples.

Food Preparation

A. Objectives

1. The child will handle knives and other utensils safely.
2. The child will be able to keep foods safe from contamination.
3. The child will be able to help himself when food isn't prepared.
4. The child will be able to choose some foods for better nutrition.
5. The child will be able to recognize the effects of heat, cold, and coloring on food.

B. List of 36 suggestions for food preparation in class

1. Flour tortillas
2. Corn tortillas
3. Pizza
4. Oatmeal
5. Dry cereal and milk
6. Cocoa
7. Popcorn
8. Jello

9. Salad (green)
10. Salad (fruit)
11. Cheese and crackers
12. Peanut butter and crackers
13. Orange juice squeezed
14. Boiled eggs
15. Pancakes
16. Buttered toast, cinnamon toast
17. Butter
18. Sandwiches
19. Fudge
20. Biscuits
21. Rice casserole
22. Cookies
23. Hot dogs
24. Cupcakes
25. Pudding
26. Camper's Delight (Graham crackers, chocolate bar, and marshmallows)
27. Popcorn balls (with marshmallow and butter)
28. Sopapillas
29. Corn fritters
30. French fries
31. Rice pudding
32. Fruit tasting party
33. Bread (homemade)
34. Milk shakes
35. Mexican chocolate
36. Spaghetti and sauce
37. Jalapeño cornbread
38. Waffles
39. Sugar cane (cut strips)
40. Frijoles
41. Chalupas
42. Arroz con pollo
43. Enchilada
44. Tamales
45. Pinalillo
46. Atole
47. Champurrado

Health Activities

UNIT I. Cleanliness and Personal Appearance

A. Cleaning hands and nails

- Help children wash and dry their hands thoroughly before snack each day.
- Help children clean their fingernails each morning.
- Draw around hands on construction paper.
- Sing "This is the Way We Wash Our Hands" as children wash hands and clean nails.

B. Taking a bath and good grooming

- Help children brush teeth daily after snack.
- Find pictures in magazines of children and families bathing, brushing teeth, dressing themselves, etc.
- Help the children mount pictures which they find to be sent home to parents.

C. Personal appearance

- Polish shoes in class. Compare shoes that are polished with another pair which is not.
- Brush hair each day with individual comb or brush. Observe attractiveness in mirror.
- Bathe vinyl doll, dress it, and discuss the appearance after good grooming.
- Have children use lotion and smell, see, and feel difference in skin.

UNIT II. Growth and Nutrition

A. How we grow

- Measure and weigh children in September and in May. Use recording chart so children can observe and compare growth.
- Have each child bring one outgrown garment from home and compare to present clothing.
- Observe gerbil babies as they grow as large as their parents.

B. Snack time neatness

- Help children open milk cartons correctly.
- Have children distribute napkins and straws.
- Have each child clean own snack area, placing straw, napkin, carton, and crumbs in waste basket.

C. Food preparation precautions

- Visit cafeteria and observe and discuss cleanliness.
- Wash food carefully before food preparation.
- Wash fruit and raw vegetables before eating.
- Wash hands before food preparation.

D. Eating a good breakfast, lunch, and dinner

- Read Let's Eat and discuss kinds of foods which are nutritious.
- Find and cut out magazine pictures of good breakfast foods.
- Paste magazine foods (breakfast, lunch, dinner) on paper plates.

E. Observing foods which should not be eaten

- Place bread, a fruit, a vegetable, milk, and a meat in jars so children observe spoilage. Discuss spoiled food hazards.
- Discuss hazards of eating food which has been dropped on floor or ground.

F. Resting

- Find pictures of children resting. Relate this to rest time at school through discussions.
- Observe gerbils at rest.

UNIT III. Protection Against the Weather

A. Dressing in cold weather

- Have children choose kinds of clothes they would put on manakin or doll in cold weather. After discussing choices, have children dress dolls.
- Select helpers daily who check clothing for cold weather before going out to play.

B. Keeping skin safe in cold and hot weather

- After washing and drying hands, apply lotion to hands, arms, and legs. Observe roughness disappear.
- Bathe vinyl doll in water which contains bath oil. Feel oil left after doll dries.

UNIT IV. Prevention of Diseases and First Aid

A. How to prevent spreading germs

- Discuss with children the accessibility and disposal of tissue to prevent spreading germs when child has a cold.
- Show picture of child ill at home. Discuss need to stay at home when ill.

B. Common colds

- Demonstrate gargling with salty water when throat is sore.
- Boil water in a pan on the hot plate to demonstrate keeping air moist when children have colds.

C. Taking and storing medicine

- Show poison labels, etc., and discuss need to store medicines in a high place away from children.
- Role play adult--child relationship, asking for medicine, taking medicine and storing medicine.

D. First aid techniques for children

- Wash and bandage children's wounds. Discuss need to keep wound clean and covered.
- Demonstrate stopping a nosebleed.
- Have nurse discuss first aid with children.

UNIT V. Fire Prevention

A. Fire prevention (and at Christmas)

- Set Christmas tree in water. Observe dry leaves.
- Discuss disconnecting unused appliance cords, etc.

B. Open heater safety (Leaving window open)

- Demonstrate air whipping piece of doll clothing into open flame.
- Discuss need to stand away from heaters.

C. Playing with matches, gasoline and explosives

- Visit service station and observe precautions attendents take.
- Store matches in airtight container and discuss reasons for not playing with matches.

UNIT VI. Safety at School, Home and at Play

A. Safety in classroom and school

- Discuss picture of children who are playing safely with blocks, etc., in kindergarten.
- Practice handling scissors safely. Demonstrate how to hand scissors to others.

B. Safety with machines

- Find magazine pictures of machines. Have each child tell how they can be used safely.
- Take a trip to nearby street sweeper, garbage truck, etc., and discuss safety precautions children must take.

C. Safety on park equipment

- Make a list of safety rules before excursion to the park.
- Find pictures of children playing safely on park equipment.

D. Vacation safety

- Show film "I'm No Fool With Water."
- Make ice cream carton sun hats. Wear on playgrounds and then discuss the way the children feel.

E. Handling pets

- Make safety rules for handling gerbils.
- Rotate duties for handling classroom chores with pets.

F. Caution with plastic bags

- Discuss ways plastic bags are used.
- Role-play storing plastic bags away from small children.

G. Strangers

- Discuss who strangers are.
- Role-play a stranger and child situation.

H. Putting foreign objects in mouth

- Have children bring objects which they think should not be put in mouth.
- Discuss dangers.
- Find objects in room which should be kept away from mouth. Discuss danger.

I. What to do if lost

- Learn complete name, parent's name, and address.
- Role-play situation in which a lost child goes to a policeman or other adult.

J. The water we drink

- Compare sample of Mackenzie Park stream water with tap water.
- Pack drinking water in clean containers for a trip to Mackenzie Park.

K. Closing car doors tightly; fastening seat belts

- Demonstrate partially closed car doors on teacher's car. Practice locking car door.
- Practice fastening seat belts in teacher's car.

RESOURCE MATERIAL IN SPANISH

POESIA INFANTIL
(Nursery Rhymes)

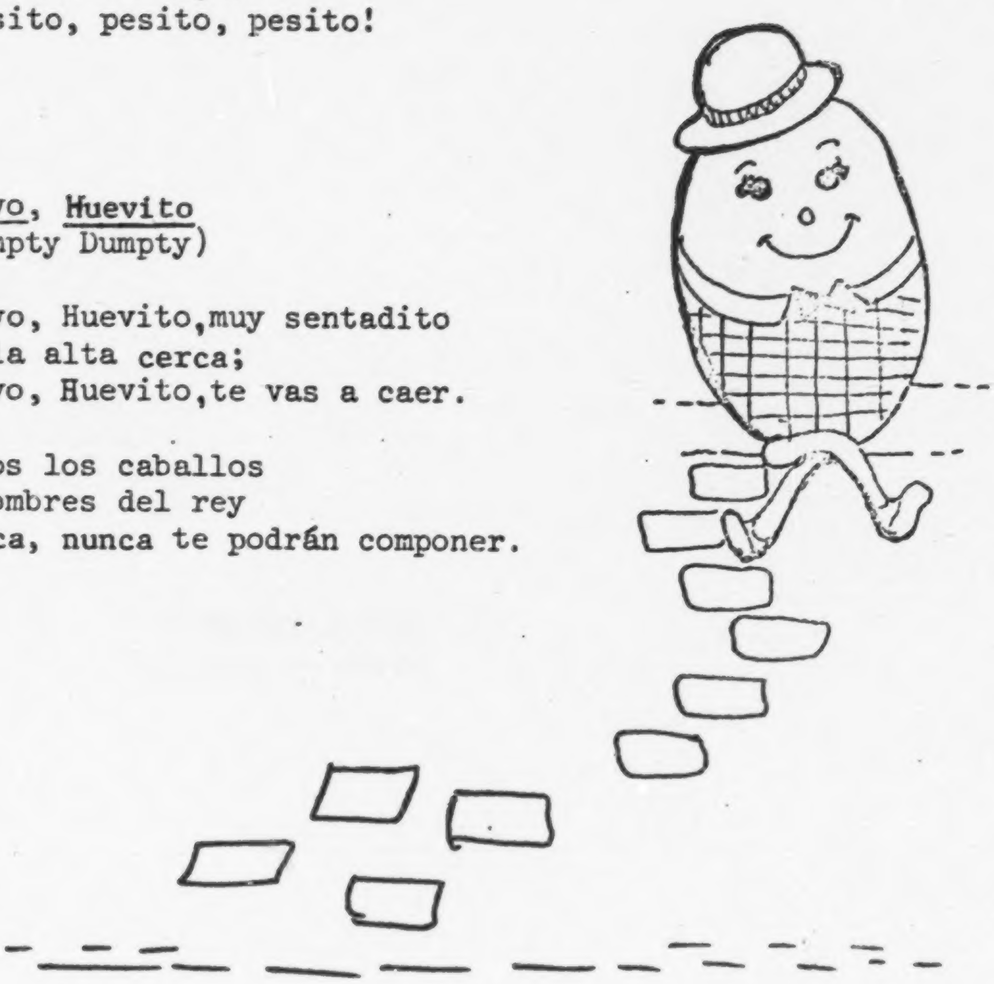
Pesito, pesito, pesito
(Hickory, Dickory, Dock)

¡Pesito, pesito, pesito!
Al reloj subió un ratoncito.
¡La una recio sonó!
¡Tin!
El ratón se bajó.
¡Pesito, pesito, pesito!

Huevo, Huevito
(Humpty Dumpty)

Huevo, Huevito, muy sentadito
en la alta cerca;
Huevo, Huevito, te vas a caer.

Todos los caballos
y hombres del rey
nunca, nunca te podrán componer.



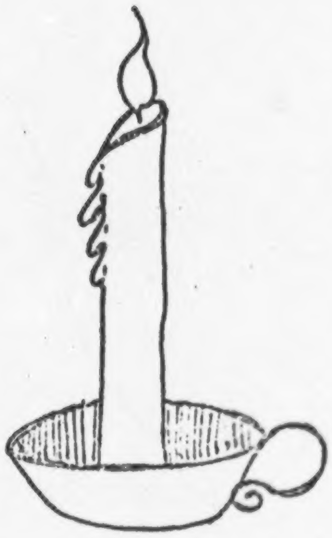
Mariquita, Marquita
(Little Miss Muffet)

Mariquita, Marquita
se sentó en un sillón,
comiendo sopa y requesón.

De pronto una araña
se dejó ver.
Espantó a Mariquita y la hizo correr.

Juanito Mojica
(Little Jack Sprat)

Juanito Mojica
una vela tenía,
No muy chico,
no muy grande se veía;
no muy flaco,
no muy gordo parecía.
--Pero conmigo platica--
Juanito Mojica decía.



Tres espantos
(Three Little Ghosts)

Tres espantos, muy chiquitos,
sentados en postes muy derechitos,
comiendo jalea y tostaditos.

Mantequilla en sus deditos,
¡Upa! hasta los coditos;
tres espantos, muy chiquitos,
prefieren jalea en sus platitos.

Muchachito Dormilón
(Wee Willie Winkie)

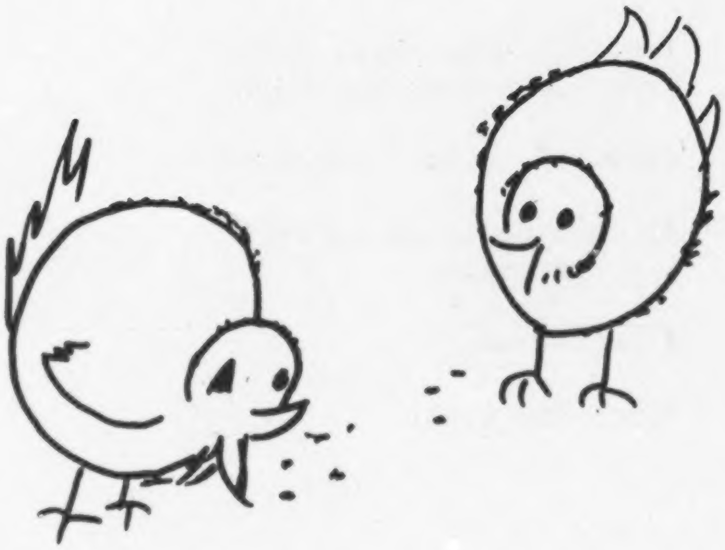
Muchachito Dormilón
la villa recorría
en su camisón,
arriba, abajo, noche y día.

Sonando en las ventanas,
gritando en el candado:
--¿Están los chicos en sus camas?
¡Pues las ocho han dado!

El Pollito
(The Little Chickie)

Yo tengo un pollito
Que come maiz,
Arroz y semillas
Lombrices tambíen.

Un día el pollito
Que susto llevo
Con una hoja de arbol
Que al suelo cayó.



Había una ancianita
(There Was an Old Woman)

Había una ancianita
y en una chancla vivía.

Tenía tantas criaturas
que ya loca se volvía.

Los alimentaba con frijolitos,
mantequilla y panecitos.

Para dormir los arrullaba,
y en sus camitas los acostaba.

Tres hombres en una tina
(Rub-A-Dub-Dub)

¡Frote, lave, lave, frote!
Tres hombres en una tina.

¿Qué, tú no los conoces?

El carnicero, el cerero,
y el panadero.

A contarlos:

¡uno, dos tres!

Gatito, Gatito
(Pussy Cat, Pussy Cat)

Gatito, gatito,
¿dónde has
--Ha un pueblito
y la reina he visitado.

Gatito, Gatito,
¿qué hiciste allí
--Engaña a un ratoncito,
y me lo comí.

Tortillitas
(Se baten las manos como si se hicieran tortillas)

(Pat hands, alternating directions of
fingers as tortilla-makers do)

Tortillitas, tortillitas,
tortillitas para papá
tortillitas de harina
para papá cuando está enojado;
tortillitas de manteca
para mamá que está contenta.

Tecolote
(Poor Little Owl)

Tecolote,
tienes hambre, pajarito
cu cu cu.
Te-cu tu-cu cu-cu
te-cu tu-cu cu-cu.
pobrecito pajarito
tienes hambre, tecolotito.
Cu cu cu.

Rima para escoger

Pin marín
de don Pingüé
cúcara, mácara
Pípiri fue.

Juanito y Juanita
(Jack and Jill)

Juanito y Juanita subieron arriba-
ha buscar   una cubeta de agua;
Juanito se cayó,
y la cabeza se rompió,
y Juanito se bajó.

El día que tú naciste
(The Day You Were Born)

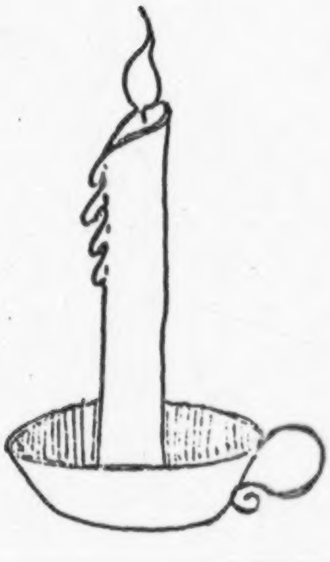
El día en que tú naciste
nacieron las cosas bonitas
Nació el sol, nació la luna
y nacieron las estrellita.

Paco, sé listo
(Jack, Be Nimble)

Pacó, ¡sé listo!
Paco, ¡sé listo!
Paco, ¡brinca sobre el candelero!
Paco, ¡brinca y se quenió!

Los días de la semana
(Days of the Week)

Lunes, martes, miércoles, tres.
Jueves, viernes, sábado, seis.
Y domingo siete.



Juramento a la Bandera
(Pledge to the American Flag)

Juro fidelidad a la bandera
de los Estados Unidos y
a la patria que simboliza:
una nación sobre Dios indivisible,
con libertad y justicia para todos.

Noche de Paz
(Silent Night)

Noche de paz, noche de amor.
Todos duermen al rededor
Entre los astros que esparcen su luz,
Van anunciando al Niñito Jesús,
Brilla la estrella de paz,
Brilla la estrella de paz.

FINGER PLAYS

Abranlas, ciérrenlas

Ábranlas, ciérrenlas,
Ábranlas, ciérrenlas,
Pla, pla, pla, pla, pla,
Ábranlas, ciérrenlas,
Ábranlas, ciérrenlas,
Pónganlas acá.

Pin-uno pin-dos

Pin-uno, pin-dos, pin-tres,
pin-cuatro, pin-cinco, pin-seis,
pin-siete, pin-ocho, pinguino.

Aplaudir con las Manos

Con ésta mano derecha,
y ésta mano izquierda,
se juntan las palmas para aplaudir;
ruidoso, quedo, quedito.

Uno, dos, tres

Uno, dos, tres.
Uno, dos, tres.
¿Cuántas personas
Son una, dos, tres?

Uno, dos, tres.
Uno, dos, tres.
Mamá y Papá
Y yo somos tres.

Uno más.
Uno más.
¿Cuántas personas
Son una más?

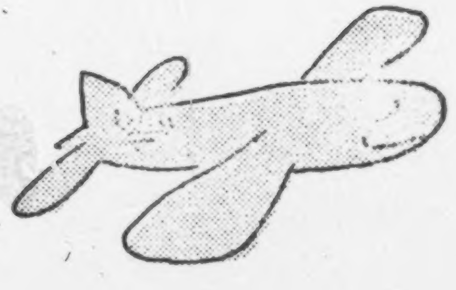
Uno más,
Uno más.
Ése es el niño,
Y con él son cuatro.

Contando y cantando

Uno, dos, tres, cuatro y cinco
Seis, siete, ocho, nueve y diez
Con ésta mano cuento cinco
Y con la otra hasta diez.

Cinco centavos cafés

Cinco centavos cafés en mi bolsa
Éste es para **el chicle**;
Éste es para un anillo;
Éste es para un tambor;
Éstos los guardaré en mi bolsa
Para otra cosa.



Cinco pollitos

Cinco pollitos
tiene mi tía;

uno le canta,
otro le pía,
y dos le tocan la chirimía.

La hormiguita

Andaba la hormiguita
juntando
le coje un aguacerito,
¡que corre pa' su casita!
y se metió en su covachita.

Pulgarcito

Si pregunta alguien.
¿Quién es pulgarcito?

Digan que de todos
Es el más chiquito.

De los cinco dedos
Que tengo en mi mano.

Éste chiquitito
Es el pulgarcito.

Este payacito

Éste payasito tán alegre y gordo
Éste payasito travieso y sordo.

Éste payasito es alto y fuerte
Éste payasito canta con suerte.

Éste payasito no sabe de páz
Porque él hace todo eso y más.

Dos pajaritos

Dos pajaritos muy sentados
En una cerca muy alta,
Vuela Panchito, vuela Pedrito,
Vuelve Pancho, vuelve Pedrito.

Los sonidos de los animalitos

Detras de doña Pata
Corren los patitos.
Por allí, por allá
cuá, cuá, cuá, cuá

Detras de doña Gallina
Siguen los pollitos.
Por allí, por allá,
pío, pa pío, pa.

Detras de doña Cabra
Van los cabritos;
Por allí, por allá,
Ba, ba, ba, ba.

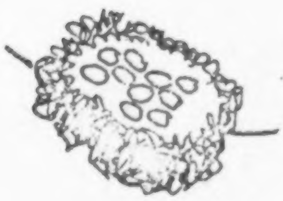
Las hojitas

Las hojitas, las hojitas de los
árboles se caen,
viene el viento y las levanta
y se ponen a bailar.
Tra-la-la-la-la-la-la.

Diez gallinitas

Cinco huevitos
y cinco huevitos
son diez.

La gallina se pone
sobre de ellos
otra ves.



Crackle,
crackle,
crackle.

¿Qué ves?

Diez pollitos
Ésta ves.

Al subir una montaña

Al subir una montaña
una pulga me picó.

La cogí de la nariz
y se me escapó.

Botín, botero y salío,
flor, rosa, y botón.

Diez inditos

Uno, dos y tres inditos,
cuatro, cinco, seis inditos,
siete, ocho, nueve inditos,
diez indios chiquitos.

Cinco calabacitas

Cinco calabacitas sentadas en una cerca.

La primera dijo:
"Se está haciendo tarde;"

La segunda dijo:
"Hay brujas en el aire."

La tercera dijo:
"No le hace."

La cuarta dijo:
"Es una noche de espanto."

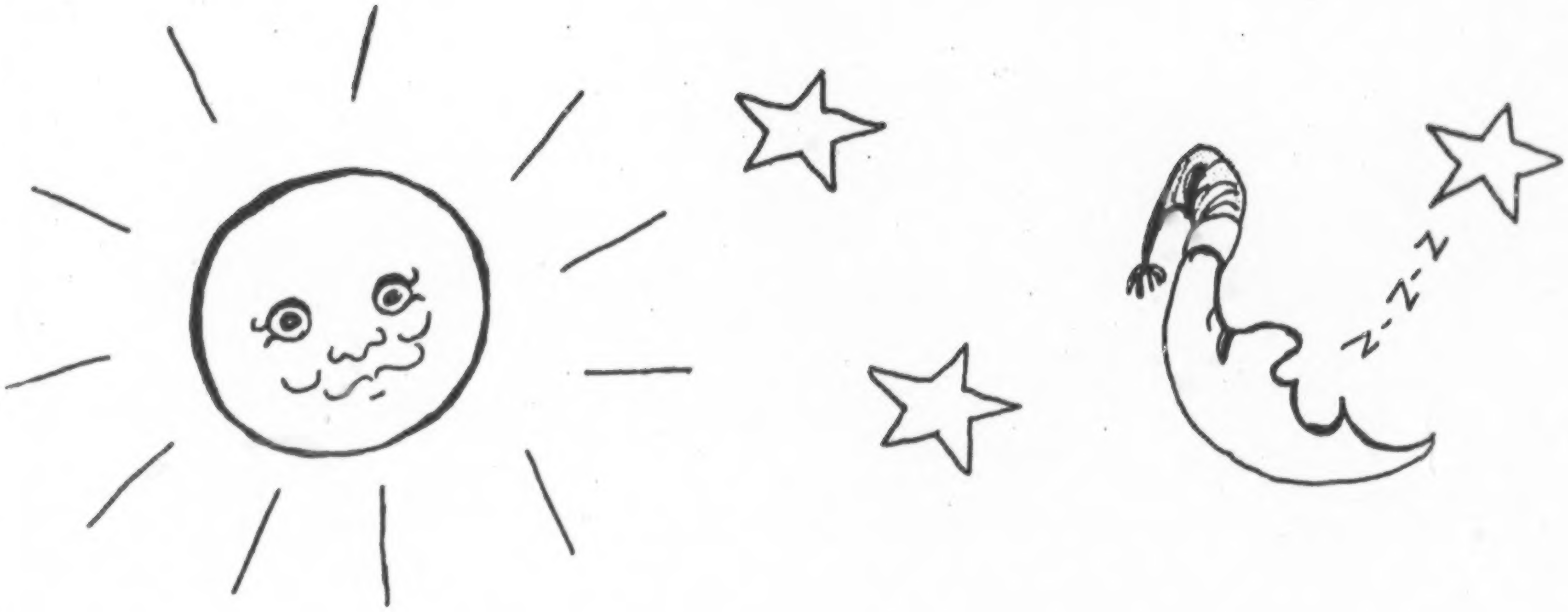
La quinta dijo:
"Corramos, Corramos."

Uuuuuu hizo el viento.
Y se apagarón las luces
Ésas cinco calabacitas
Corrieron a esconderse!

La Ranita

Cantando una rana la noche pasó
Un rayo de luna al agua llegó
La rana a la luna alegre cantó
Y la bella luna maś luz le mandó.

ADIVINANZAS
(RIDDLES)



El sol

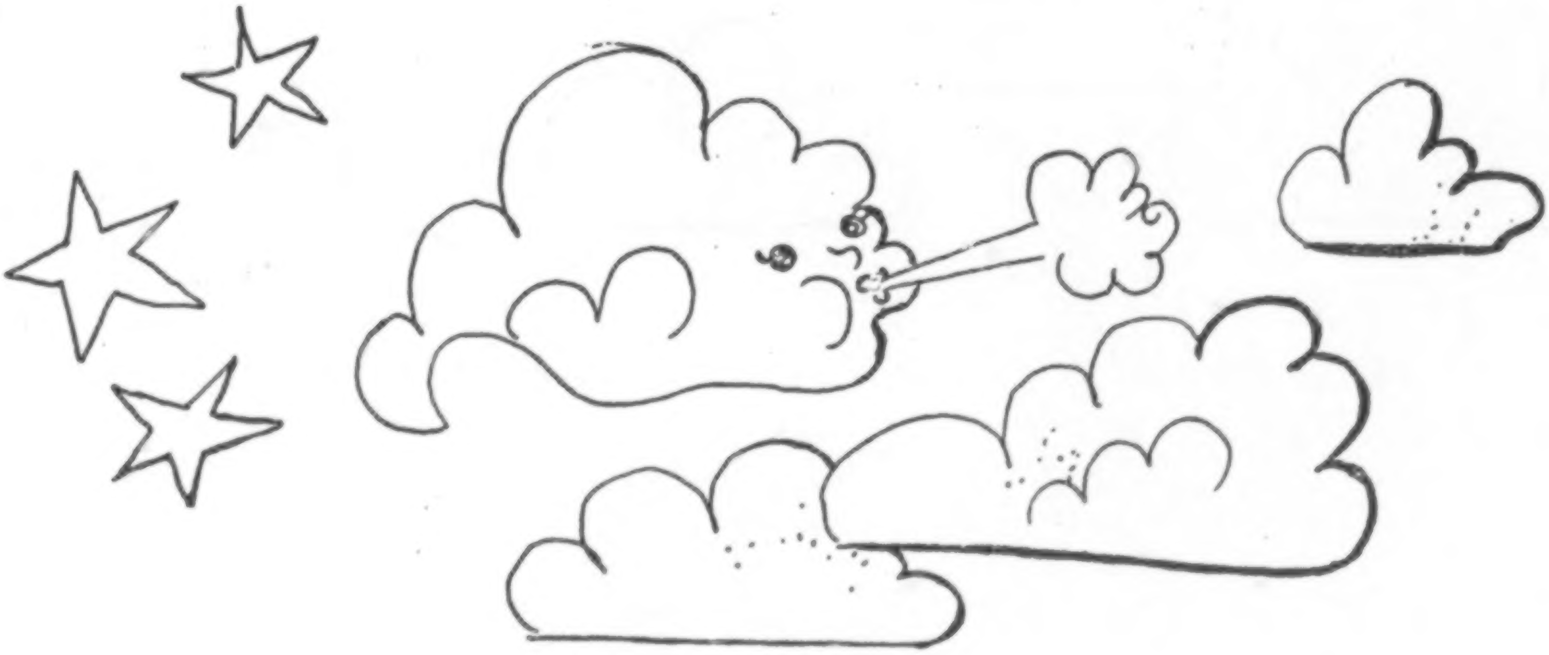
Es grande y redondo
de rayos dorados;
y brilla en el cielo
si no está nublado.

La luna

Tengo mi carita blanca,
redondita y luminosa;
hago los campos de plata
y las noches muy hermosas.

Las estrellas

En las noches las miramos
en el cielo brillar;
son plateadas y brillantes
y su luz a todos dan.

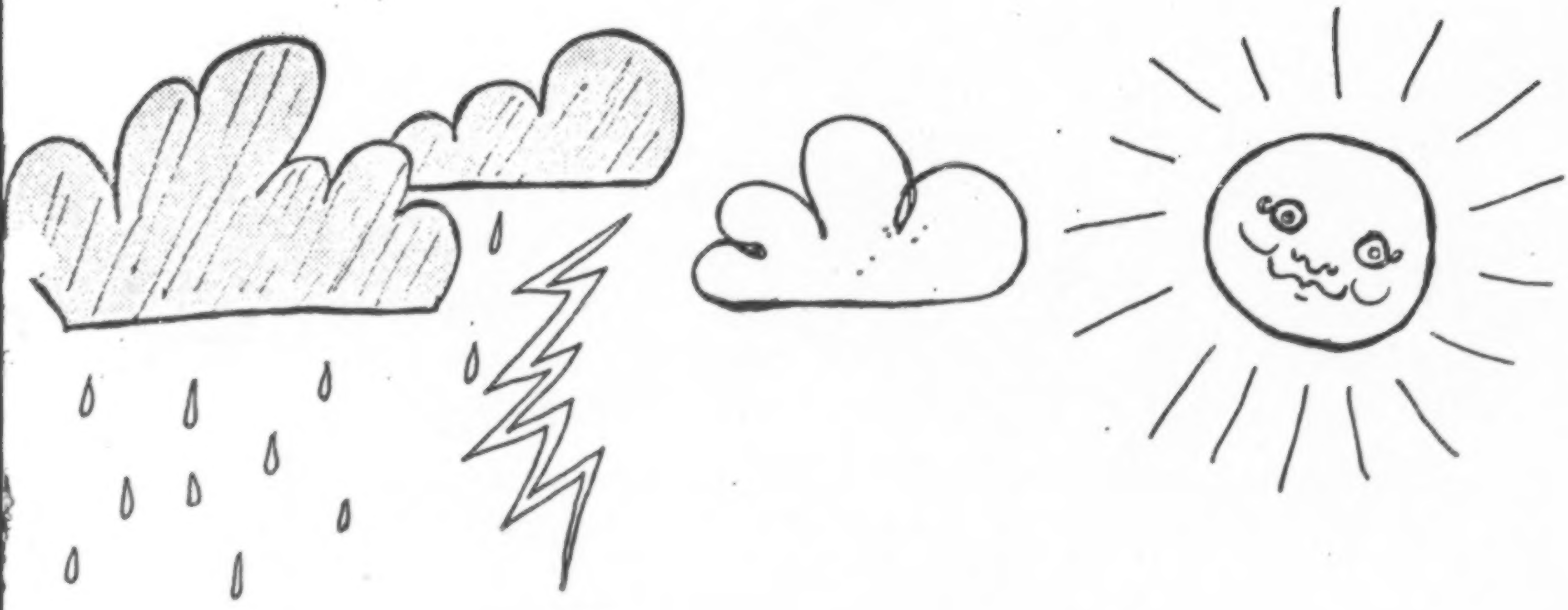


El aire

¿Qué es lo que respiras
y entra entus pulmones

Las Nubes

Muy lindas y muy blancas,
estamos en el cielo;
cambiamos de figura,
moviendomos todo el tiempo.



La lluvia

¿Qué anuncian los truenos,
relámpagos, rayos?

El trueno

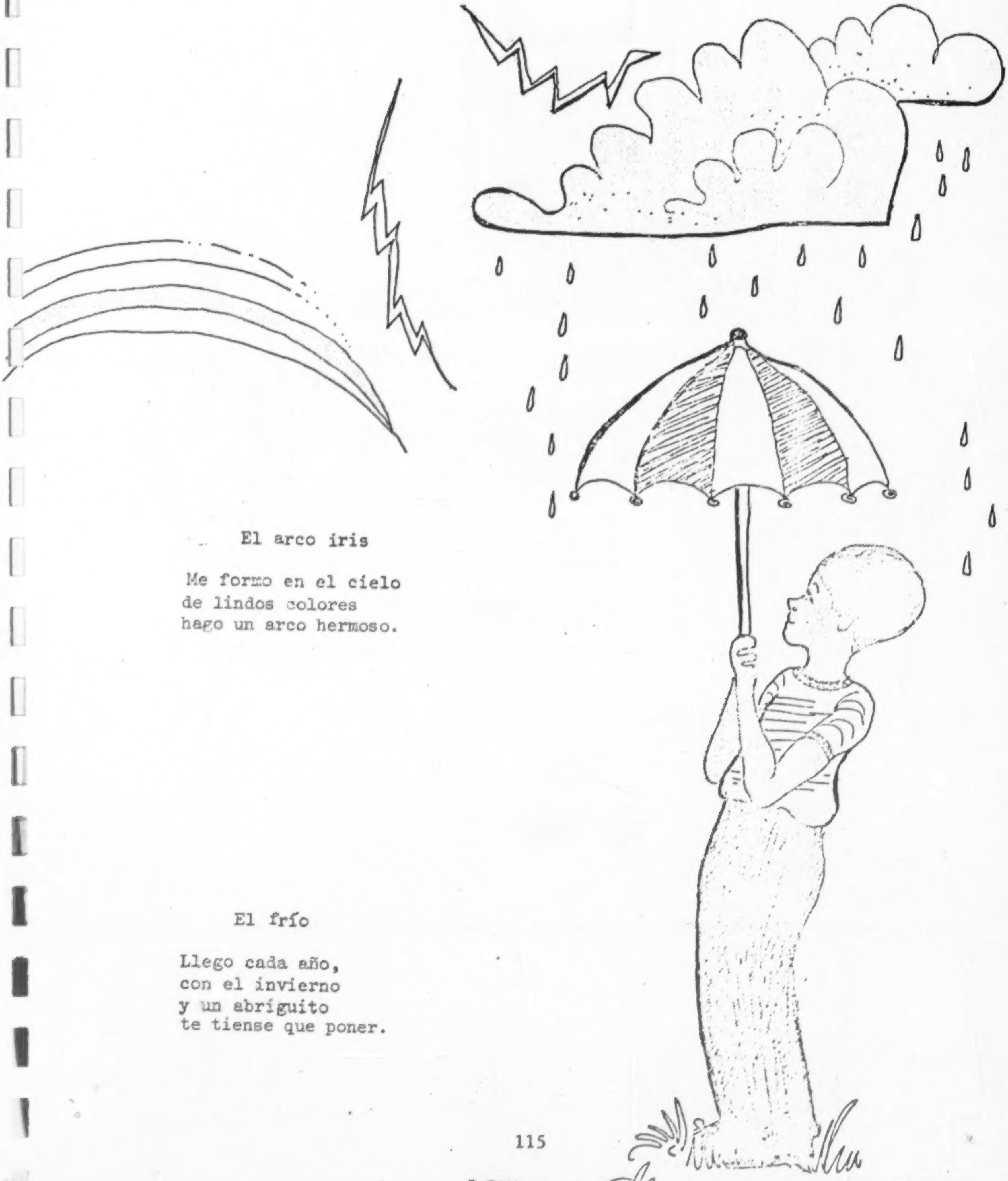
Retumbo en los cielos
con fuerzas y vigor.

El relámpago

Mi luz ilumina
muy grandes distancias;
en horas de lluvia
el cielo como danza.

El calor

Lo trae primavera
lo produce el solñ
y hace que sudemos
a más y mejor.

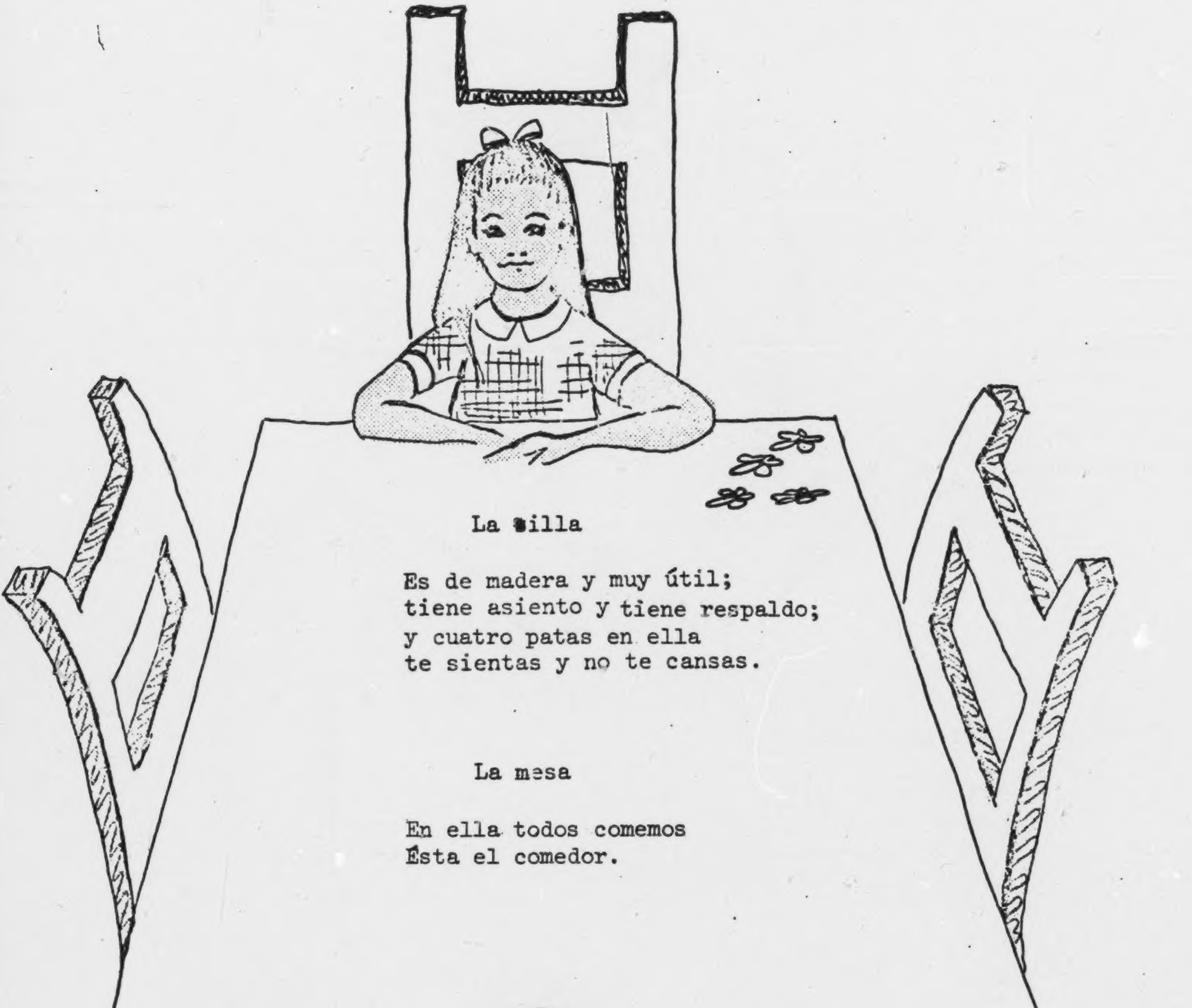


El arco iris

Me formo en el cielo
de lindos colores
hago un arco hermoso.

El frío

Llego cada año,
con el invierno
y un abriguito
te tiense que poner.

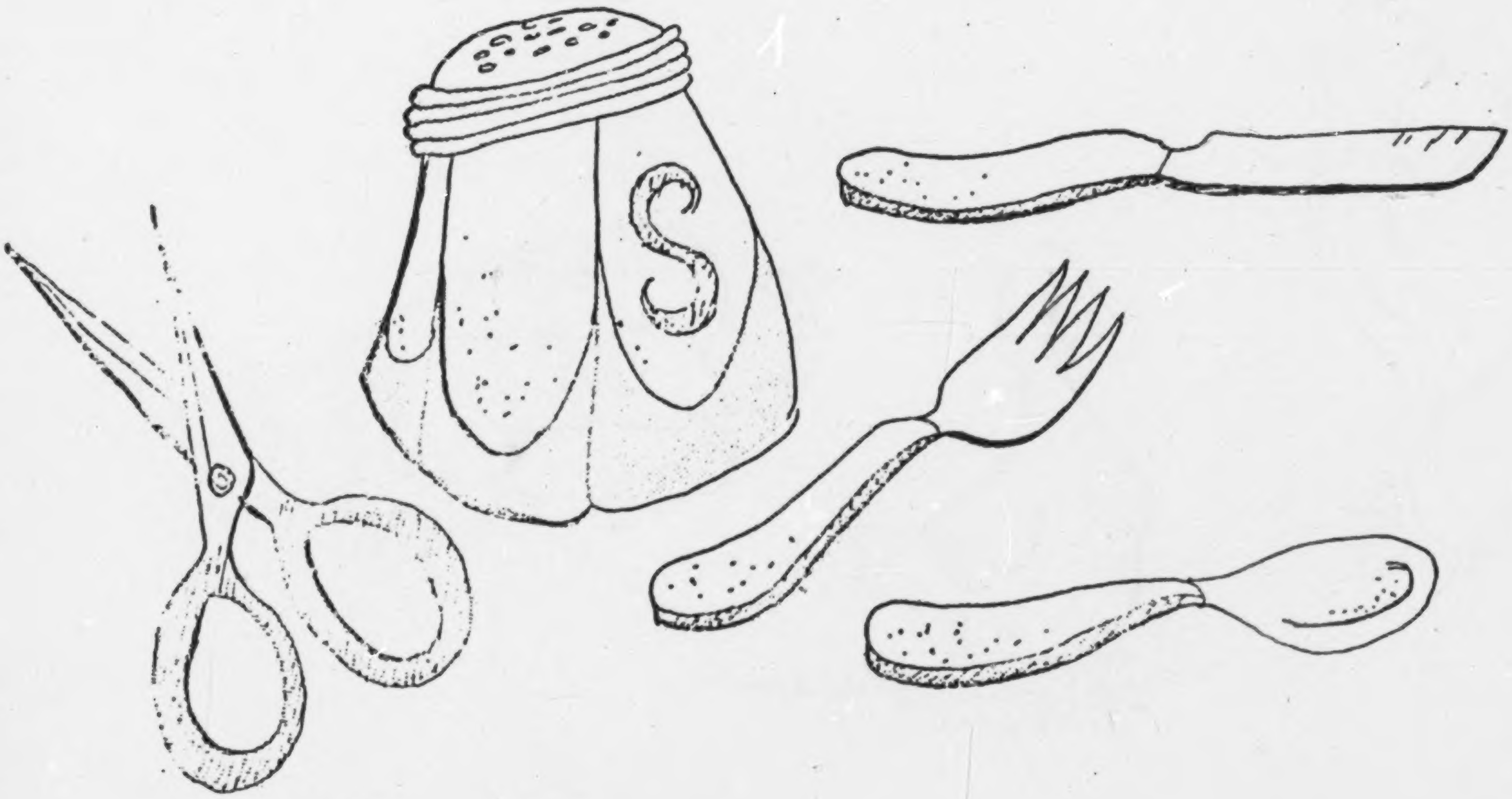


La silla

Es de madera y muy útil;
tiene asiento y tiene respaldo;
y cuatro patas en ella
te sientas y no te cansas.

La mesa

En ella todos comemos
Ésta el comedor.



El salero

En él está guardada
la sal con gran cuidado
y lo usas cuando sientes
desabrido tu comida.

El tenedor

Tiene sus dientes largos;
y con el levantas
toda la comida.

La azucarera

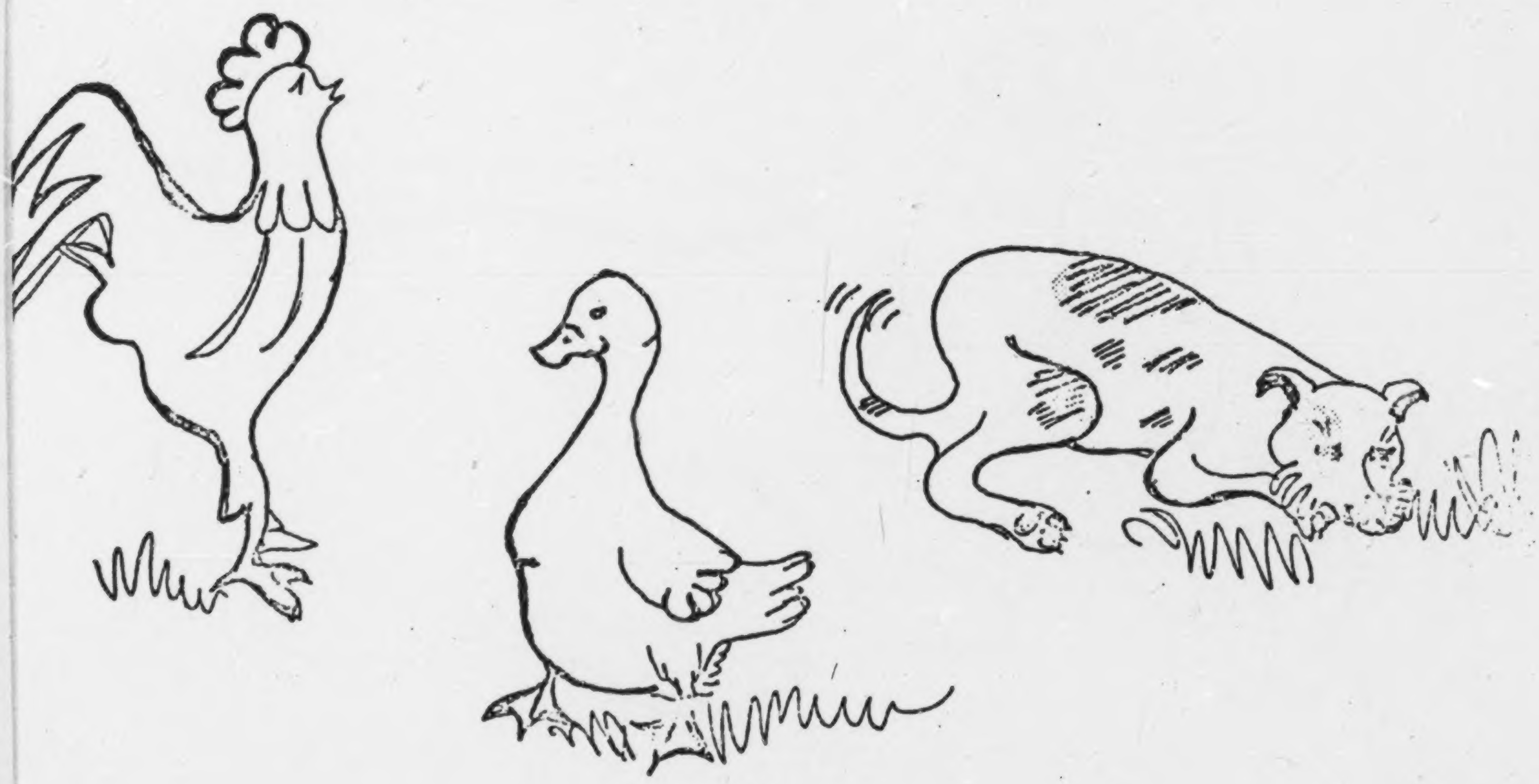
Se usa en la mesa,
llenita de azúcar
y servirnos de ella.

El cuchillo

Estoy bien afilado
para que puedas cortar
la carne y el guisado.

La cuchara

Con ella comes la sopa,
el helado, la jalea
y otras muchisimas cosas.



El borrego

Este animalito
cuando te ve,
baila contento
y dice ba...ba.

El páto

Muy contento y gracioso
se en el agua nada;
mientras canta;
cua-cua-cuá, cua-cua-cuá.

El gallo

Tiene su pico encorvado,
su bella cresta muy rubí
sus plumas de colores
y canta; quiquiriquí.

La ardilla

Le gusta comer nueces
y es roja o castaña;
come buen maicíto,
en tierra mexicana.

El barco

Cruzo los mares llevando gente,
Soy la alegría de los que les gusta
sobre el agua poder viajar.

El semáforo

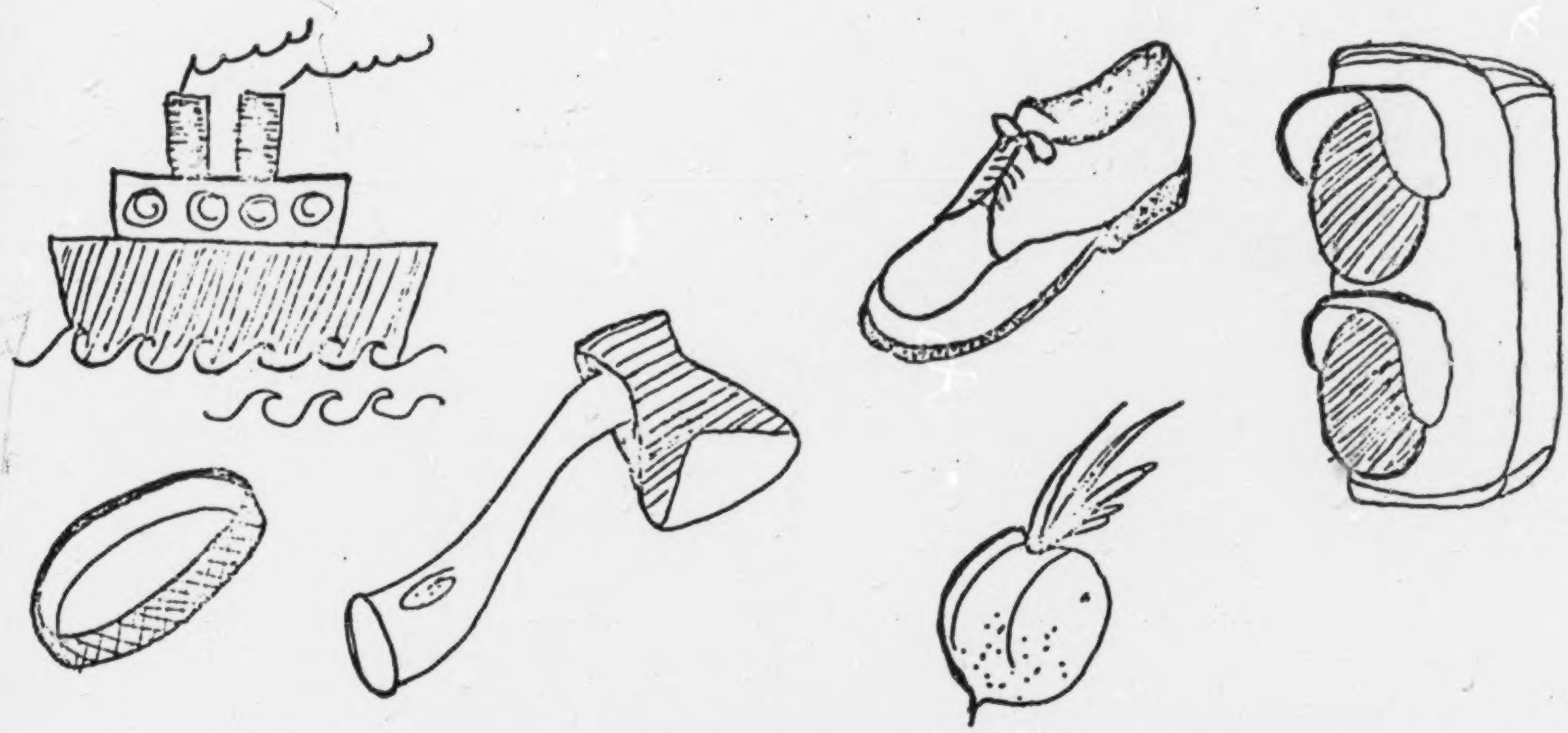
Tengo un ojo verde
y otro rojo.
Con el rojo te paras
y con el verde
sigues caminando.

El teléfono

Levanto la bocina,
luego marco el número
y una voz contesta,
prontito, en seguida.

El espejo

Con todo detalle
Si por alguna causa,
en él te ves.
Tú imagen refleja
con toda su bellez.



Los zapátos

Si en los pies están,
y los amarras, se van;
y si los sueltas, se quedan.

La sebolla

Fui al mercado
y la compré
Vine a mi casa
y la corté
y con ella lloré.

El nido

Los lindos pajaritos
lo forman en el árcol
con yerbas y con trapos,
donde tendrán sus hijitos.

El hacha

Corta, corta
en el monte gritas
y en las casa
calladita.

JUEGOS (GAMES)

NARANJA DULCE' LIMÓN PARTIDO

Naranja dulce, limón partido,
dame un abrazo que yo te pido.
Si fueran falsos mis testimonios
en otros tiempos se olvidarían.
Toca la marcha; mi pecho llora.
Adios, señora, ya yo me voy.

Los niños forman un círculo. En el centro se queda un niño que escoge a otro a acompañarle allí. Al terminarse la estrofa, el primer niño dice el adiós con la mano al otro en el centro y se une a los otros que están en el círculo. El canto comienza de nuevo.

MARÍA BLANCA

María Blanca está encerrada
en pilares de oro y plata;
abriremos un pilar
para ver a María Blanca.

Los niños forman un círculo. En el centro está "María Blanca" con otro niño. Todos cantan y cuando llegan al "abriremos un pilar" levantan los brazos entrelazados para que "María Blanca" se escape. El niño que ha estado con ella en el centro trata de agarrarla.

LOS LISTONES

Los niños representan listones de diferentes colores. Se escogen dos niños para que uno sea el Ángel y el otro sea el Monstruo. Estos dos salen del cuarto. Se escoge un niño a ser el dueño de todos los listones. Los listones (los niños) se sientan en el suelo, formando dos hileras. El dueño se sienta en el centro después de haber dado a cada niño el nombre de un color.

Diálogo:

--Tú eres un listón verde; tú eres un listón morado; tú eres un listón rojo, etc. (Cuando el Ángel viene, el juego comienza.)

--Tan, Tan.(Llama a la puerta.)

--¿Quién es?

--El Ángel.

--¿Qué quiere el Ángel?

--Un listón

--¿De qué color?

--Color azul. (El niño le dice el color del listón que quiera.)

Si no hay un listón azul, el dueño dice:

--No hay un listón azul.

El Ángel se va y el Monstruo viene. El mismo diálogo se repite.

Al fin, cuando todos los listones (los niños) se hayan repartido entre el Ángel y el Monstruo, los dos equipos tienen una lucha por la supremacía para ver cuál de los dos es más fuerte.

THE RIBBONS (Los listones)

The children represent ribbons of different colors. Two players are chosen, one to be the Angel and the other to be the Monster. These two leave the classroom as soon as they are chosen. Another player is chosen to be the owner of all the ribbons. All the ribbons (children) sit on the floor in one or two lines. The leader gives each one of them the name of a particular color.

"You are green; you are violet; you are red; you are yellow, etc."

Then he sits in the center.

When the Angel comes in, the game begins. The following dialogue may be used:

"Knock, knock." (Knock on door.)

"Who is it?"

"The Angel."

"What does the Angel want?"

"A ribbon."

"What color?"

"Blue." At this particular moment the Angel names the color he wants. If no one represents that color, the "owner" answers:

"There is no blue."

Since there is no blue, the Angel leaves the classroom; and the Monster comes in. The same dialogue is repeated. When all the ribbons (children) have been distributed between the Angel and the Monster, the two teams have a tug of war to see which team is the stronger.

ALL WHO WEAR BLUE (TODOS LOS QUE LLEVEN AZUL)

"All Who Wear Blue May Skip" is a game giving practice in color discrimination. When the group is given the command that all who are wearing blue should skip, all children wearing (or carrying) anything of that color should skip in a lively manner around and around the room. All others remain seated. The teacher stops the action and calls out, "All who wear green may hop." The game is continued with various colors and actions being used. When the teacher gives a signal for the music to be stopped, all action ceases. Then she signals all the children to sit down.

"All those who wear_____(color) may_____(action).

jump
sit
stand up
touch your nose
clap hands

TODOS LOS QUE LLEVEN AZUL (ALL WHO WEAR BLUE)

"Todos los que lleven azul" es un juego que da a los niños prática en la descriminación de los colores. Cuando a un grupo se le da la orden de brincar, cualquier niño que lleve o traiga algo del color azul debe brincar de una manera alegre alrededor de la sala de clase. Todos los demás se quedan sentados. La acción se para cuando la maestra llama -¡Alto!- Entonces la maestra llama -Todos los que lleven o traigan el color verde deben saltar.- Los otros se quedan sentados. Se continúa el juego así con la maestra usando varios colores y distintas acciones. Tan pronto como la maestra dé la señal de que la música se termine, así también las acciones de los niños deben estar suspendidos. Entonces la maestra da la orden de que todos se sienten y dice:

"Todos los que lleven_____(el color) pueden_____(acción).

brincar
sentarse
ponerse de pie
tocarse la nariz
aplaudir

PAPER ON THE BACK (EL PAPEL EN LA ESPALDA)

Children stand or sit in a circle. Two children stand inside the circle facing each other.

Have ready to use: two pieces of paper, one red, one blue, each 2 x 4 inches in size. Show the papers one at a time, saying,"Red-blue." Repeat several times. Then say, "What color is this?" Repeat the procedure with each color and help the children answer.

Pin a color on the back of one of the two children standing in the circle. Tell the other child to close his eyes. The remaining children, except the one who has his eyes closed, know the color which is pinned on the player. (Motion the children not to reveal the color.) Tell the child who has his eyes closed to open them and try (without touching the other player) to see what color has been pinned on the back of the latter. If the child trying to identify the color is successful, he calls out the name of the color. If he isn't, the teacher stops the game and asks the children in the circle to help him name the color.

Two more children are chosen to stand inside the circle, and the game continues. Other colors can be used (one at a time) after the children know the first two. Display color cards in a permanent place and add a card for each color as it is introduced.

EL PAPEL EN LA ESPALDA (PAPER ON THE BACK)

Los niños están parados o sentados en un círculo. Dos de los niños están parados dentro del círculo cara a cara.

Tome dos pedazos de papel, uno rojo y el otro azul, 2 por 4 pulgadas en tamaño. Muestre estos papeles, uno por uno, a los niños y diga: "Rojo-azul." Repita esta demostración varias veces y luego pregunte: "¿Qué color es éste?" Repita la pregunta con el otro pedazo de papel. Ayude a los niños a responder.

Asegure un pedazo de papel a la espalda de uno de los dos niños que están en el centro del círculo. Dígale al otro niño que cierre los ojos. Todos los otros niños conocen el color menos el que tiene los ojos cerrados. Haga señas a los otros que no le digan nada. Dígale al niño con los ojos cerrados que los abra y permítale tratar de ver (sin tocarle al otro chico) qué color trae éste asegurado a la espalda. Si aquél no tiene éxito, el maestro suspende el juego y pide a los niños en el círculo que le ayuden a nombrar el color.

Se escogen dos niños más y éstos se ponen en el centro del círculo y el juego se continúa. Se pueden usar otros colores - uno a la vez-tan pronto como los niños sepan los primeros dos colores. Despliegue las tarjetas de colores en un lugar permanente, añadiendo una tarjeta nueva cada vez que una tarjeta nueva se presente.

VALENTINE HUNT (CASERÍA DE CORAZONES)

For this game use as many paper hearts as there are children. Use a different color for each heart. While the children are out of the room, hide the hearts. Then have the children come in and sit in a circle around you. Give instructions such as: "John, you find a red heart and bring it to me." All children must have a chance to find one. Direct another planned activity similar to this one so that the children can use the hearts in another game.

LA CASERÍA DE CORAZONES (VALENTINE HUNT)

Para este juego use corazones de papel de diferentes colores, un color distinto para cada niño. Mientras los niños están afuera de la sala de clase, esconda los corazones de papel. Los niños entran y se sientan en un círculo alrededor de la maestra. Ella da direcciones como éstas: "Juan, halla el corazón rojo y tráemelo." Todos los niños deben tener la oportunidad de hallar un corazón. Dirija otra actividad semejante a ésta para utilizar los otros corazones.

HAVE YOU SEEN MY LOST CHILD? (¿HA VISTO A MI NIÑO PERDIDO?)

Players stand in a circle. One player is chosen to be the parent (father or mother). He (or she) goes around the outside of the circle, taps another player on the back, and asks: "Have you seen my lost child?" The players ask, "How is he (she) dressed?" The parent mentions some article(s) of clothing which a player in the circle is wearing: "He is wearing a brown shirt and blue jeans." The player tries to guess the identity of the lost child as new details are given. When he guesses correctly, the parent says, "Yes." The guesser then chases the one described. If the guesser catches the runner before he gets back to his place, the guesser becomes the parent; if not, the runner becomes a parent.

Parent: Have you seen my lost child?

Player: How is he dressed?

Parent: He is wearing a brown shirt and blue jeans.

¿HA VISTO A MI NIÑO PERDIDO? (HAVE YOU SEEN MY LOST CHILD?)

Los niños están parados en un círculo. Se escoge uno (una) a ser el papá (la mamá). El niño (la niña) escogido(a) a ser el papá (la mamá) da vuelta alrededor del círculo y da una palmadita en la espalda de otro niño y le pregunta: -¿Has visto a mi niño(a) perdido(a)?- Entonces el niño que recibe la palmadita contesta: -¿Cómo está vestido(a)?- El "papá" (la mamá) describe un artículo de ropa que lleva un niño del grupo.

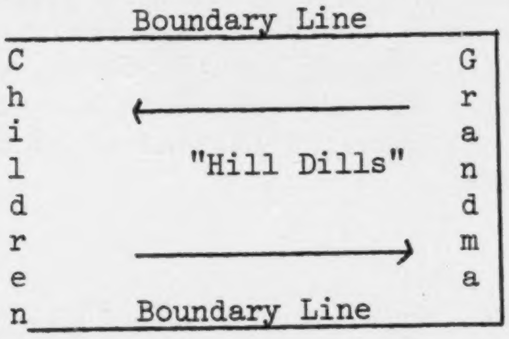
--Trae pantalones azules y camisa café.-- El niño que hace las preguntas trata de adivinar quién es. Si adivina correctamente, trata de capturar al describido, que corre cuando se revele su identidad. Si el adivino lo captura al corredor antes de que éste llegue a su sitio en el círculo, entonces el adivino es el papá. Si no, el describido el el papá.

Ejemplo:

Papá: ¿Has visto a mi niño(a) perdido(a)?
Niño: ¿Cómo está vestido(a)?
Papá: Trae una camisa café y pantalones azules.

HILL DILLS

Select two "Hill Dills" (children). The other players will be children going to Grandma's house. Have boundary lines. If a child crosses the lines, he is automatically caught. The "Dills" stand facing the children and say: "'Hill Dill,' come over the hill; come over to Grandma's house." The children reply: "'Hill Dill,' here we come over the hill, over to Grandma's house." The children try to run over to Grandma's house. They run past the "Hill Dills" to the opposite boundary, as the "Hill Dills" try to capture them. Those who are tagged become "Hill Dills" and, in turn, try to capture the others until all are caught.



Seleccione a dos "Hill Dills" (dos niños). Los otros serán niños que van a la casa de la abuela. Marquen unas líneas divisoras. Si un niño cruza estas líneas, está automáticamente atrapado. Los "Dills" parados frente a los niños dicen - Hill Dill, ven sobre la montaña, ven a la casa de mi abuela. Los niños corren hacia la casa de la abuela. Corren al otro lado de los "Hill Dills" a la línea divisora. Entretanto, los "Hill Dills" tratan de capturarlos. Los "cautivos" ahora son "Hill Dills" y tratan de capturar a todos los otros hasta que no se quede nadie menos los "Hill Dills."

MAY I? (¿ME PERMITE?)

Children line up facing the teacher (or the aide) who stands on a line across the room from them. The teacher calls for children's actions in this manner:

"All who wear blue may take one giant step."

Any child who is wearing blue in some form says:

"May I?"

The teacher says:

"You may."

The child performs the indicated action while counting the steps aloud. If he does not say, "May I?" or fails to count aloud, he must step back one step. The teacher continues calling out various items or persons until the finish line is reached by all. Examples of calls are: the names of different colors, "all boys," "all girls," or the names of individual children. Suggested actions include giant steps, tiny steps, hops, skips, jumps.

¿ME PERMITE? (MAY I?)

Los niños forman una hilera dando la cara al maestro o al asistente que está parado en una línea al lado opuesto de la sala. La maestra llama así las acciones que deben hacer los niños:

--Todos los que lleven azul pueden dar un paso gigantesco.

Cualquier niño que use azul en cualquier forma dice:

-¿Me permite?

La maestra dice:

- Sí, te permito hacerlo.

Y hacen la acción indicada por la maestra mientras cuentan los pasos en voz alta. Si el niño no pide permiso o no cuenta en voz alta, entonces él tiene que dar un paso hacia atrás. La maestra continúa el juego, llamando en voz alta los nombres de distintos colores, "muchachos, "muchachas," o los nombres de ciertos alumnos hasta que todos los niños hayan participado. Las acciones sugeridas pueden incluir pasos gigantescos o pequeños, saltos, saltitos, etc.

THE COLORS (LOS COLORES)

This game may be played with a large group, but better results are obtained with a small group.

Choose two children, preferably a boy and a girl, and have them leave the room. Using the colors that you are trying to teach or review, pin color cards on the backs of the children remaining in the room. You may allow some children to be partners if the group is large or if the colors are few.

Have one of the children outside the room knock at the door.

CHILDREN: Who is it?	LOS NIÑOS: ¿Quién es?
CHILD AT DOOR: Rebecca.	UNA NIÑA A LA PUERTA: Rebeca.
CHILDREN: Come in. What do you want?	LOS NIÑOS: Pasa. ¿Qué quisieras?
CHILD: I want a color.	LA NIÑA: Quisiera un color.
CHILDREN: What color?	LOS NIÑOS: ¿Qué (*or* cuál) color?
CHILD: Red.	LA NIÑA: Rojo.
CHILDREN: Take it if you can.	LOS NIÑOS: Tómalo, si puedes.

Rebecca looks around, trying to find the child with a red card pinned on him. If she knows the color, she will find it quickly and take the child to one side of the room to begin forming a line. If she does not know the color, she goes outside; and the other child knocks and goes through the same procedure. If this child finds the color he wants, he takes his partner and begins a line on the opposite side of the room. After the children have been divided into two different groups, they have a tug of war.

EL FERROCARRIL (THE RAILROAD)

"This game should have over 15 players to be played effectively.

Needed: A whistle for the leader or teacher.

One of the players is designated la locomotora (the locomotive) and the other players form a circle. A cross marked on the ground or floor with chalk represents a station before each player except one. La locomotora runs around the outside of the circle and touches the other players in turn. As soon as each one is tagged, he must join the "train" behind the locomotora. As the train grows longer, the leader in the center of the circle will call out such expressions as:

--¡Tren expreso!	--Express train!
¡Hacia atras!	Back up!
Despacio.	Slow.
Tuńel	Tunnel.

and any other directions which may be appropriate.

With each command, the train of players must act accordingly. When the leader blows the whistle, the train pauses and every one except the locomotora must scramble to reach a station. The one without a station is out of the game. One of the crosses is now erased, and the game continues, always with one more player than there are stations. The last child who remains with a station is declared the winner.[1]

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[1] Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

INDIAN CHIEF

The child who is chosen to be Chief leaves the room. The other children (Braves) then select a Medicine Man. The Chief returns to the room and the Medicine Man starts some motion, such as clapping his hands, shaking his hands, or shaking his head. All the Braves immediately imitate the Medicine Man, who changes his motion often. The Chief has three chances to guess who the Medicine Man is. If he succeeds, he may choose a new Chief; but if he fails, the Medicine Man becomes Chief. When the new Medicine Man becomes Chief, a new Medicine Man is chosen; and the game continues as before.

Vocabulary: el cacique or el jefe (Chief)
el curandero or el hechicero (Medicine Man)
los bravos or los valientes (the Braves)

DETECTIVE

The leader chooses a child to be the detective, who leaves the room. While the detective is out of the room, someone is chosen to hide in the closet. At a given signal from the leader all players quietly change seats. The detective is called into the room to guess who is missing. After he has looked at all of the children, he has three guesses in which to identify the missing child. If he guesses correctly, he goes out again; and the leader chooses a new child who is to hide. If the detective guesses incorrectly three times, the child who is hiding becomes the new detective.

Vocabulary: el detective - detective
esconder - to hide

GUESS WHAT I SAW

A circle is formed with one child in the center. He says, "On my way to school this morning I saw_____", and then he imitates the noise made by the "thing" he saw. The one correctly guessing the identity of the "thing" goes into the center of the circle, and the game is played again from the beginning. If no one guesses correctly, the child in the center tells what he was imitating and chooses another person for the center.

ARROZ CON LECHE

-Arroz con leche, me quiero casar
con una guapa de este lugar
que sepa coser,
que sepa bordar,
que tenga tiempo para jugar.

... ...

Con ésta, sí, con ésta, no, con ésta chula me caso yo.	or	Contigo, sí, contigo, no, contigo, linda, me caso yo.

Los niños forman un círculo con uno de ellos en el centro. Todos cantan y cuando llegan al "Con ésta, sí" (or "Contigo, sí,"), el niño que está en el centro del círculo señala con el dedo a una de las niñas del círculo. Al llegar al "con ésta, no," (or "contigo no"), señala a otra niña. La primera niña va al centro del círculo donde se queda hasta que termine el canto.

LA RUEDA DE SAN MIGUEL

Rueda, rueda de San Miguel,
de San Miguel.
Todos traen camote y miel,
a lo maduro, a lo maduro
que se voltee´ (pedro) de burno.

PERRITO, PERRITO, ¿DÓNDE ESTÁ TU HUESO?

One child is the dog. (Have a bone for the dog to hold.) The "dog" goes to sleep after placing the bone beside him. Another child steals the bone and hides it behind himself. The children say, "Doggie, where is your bone?" The "dog" wakes up and says to a child, "Did you take my bone?" The child answers either, "Yes, I took your bone" or "No, I did not take your bone." The "dog" has three chances to discover the child who took his bone.

RED LIGHT (LUZ ROJA)

Children run until the teacher says, "Red light!" All stop. When the teacher says, "Green light," all run again.

Los niños corren hasta que la maestra dice--¡Luz roja!--Entonces todos se paran. Cuando la maestra dice--¡Luz verde!--todos corren otra vez.

LEAP FROG (EL SALTO DE LA RANA)

Children crouch down and hold their heads down with their hands at the back of the neck. Others leap over those who are crouching.

Los niños se sientan en cluclillas e inclinan la cabeza, con las manos atrás del cuello. Otros niños, escogidos por la maestra, saltan por los que están sentados en cluclillas.

GO IN AND OUT THE WINDOW (ENTRAR Y SALIR POR LA VENTANA)

Several children pair, join hands, and hold up their arms to form an arch. Others make a line and go in and out the window as they sing:

Go in and out the window,
Go in and out the window,
Go in and out the window,
As we have done before.

Varios niños se separan en pares y se toman de las manos, formando un arco en alto. Los otros forman cola; entran y salen por la ventana, cantando así.

Entra y sal por la ventana,
Entra y sal por la ventana,
Entra y sal por la ventana,
Como hicimos antes.

SIMON SAYS (SIMÓN DICE)

The leader gives directions for movements, and the children respond when he calls out, "Simon says." Otherwise, the children remain still.

El líder da las direcciones para los movimientos y los niños responden cuando él anuncie - Simón dice. Los niños hacen lo que indique el líder que debieran hacer. De otra manera, los niños se quedan quietos.

TEA POT

While IT is out of the room, the rest of the class selects some object in the room for IT to identify when he returns. When IT is invited back, he stands in front of the class and calls on someone to describe the chosen object. Each person called on describes the object. After each child gives his description, IT is allowed to make a guess. The player who says something which enables IT to guess the object correctly becomes the new IT. The game continues for a specified length of time.

FRUIT-VEGETABLES

Have children form a circle; give each one a plastic fruit or a vegetable. Ask the child on your left, "What do you have?" The child answers, "I have a _____(name of fruit or vegetable)." At a given signal, the children will pass the fruit or the vegetable to the left until a stop signal is given. Again ask the same question as before.

TEACHER: What do you have?	¿Qué tienes?
CHILD: I have a _________.	Tengo______.

THE WIDENING RIVER (BRINCAR UN ARROYO)

Draw two lines on the floor; they are the "banks" of the "stream." Line up the children along the "banks" and have them jump from one edge to the other without stepping on the lines or falling into the "stream." One of the lines can be replaced with a string so that it can be a moveable "bank." Thus the "stream" can be widened little by little.

When the children begin to play, there are 10 inches between the margins of the "stream." As the "stream" is widened, care should be taken to see that it is not so wide that the children can not jump it easily.

BRINCAR UN ARROYO (THE WIDENING RIVER)

Se dibujan dos líneas en el suelo; son las "riberas" del "arroyo." Los niños, parados a lo largo de la "ribera," saltan de una línea ("ribera") a otra sin pisarlas y sin caer en el "arroyo." Se puede usar un cordón o una cinta en lugar de una de las líneas ("riberas") para que sea móvil la "orilla" así se va ensanchando el arroyo poco a poco.

Cuando empiezan los pequeñitos a jugar, hay 10 pulgadas de ancho entre las líneas. Mientras que se ensanchan las "riberas," es importante determinar que los niños puedan saltar por "el arroyo" sin dificultad.

CANCIONES

SONGS

DE ESTA MANERA LAVAMOS LA ROPA
(This Is the Way We Wash Our Clothes)

De esta manera lavamos la ropa,
lavamos la ropa, lavamos la ropa,
De esta manera lavamos la ropa el
lunes por la mañana.

De esta manera planchamos la ropa,
planchamos la ropa, plachamos la ropa,
De esta manera planchamos la ropa,
el martes por la mañana.

De esta manera limpiamos el suelo,
limpiamos el suelo, limpiamos el suelo,
De esta manera limpiamos el suelo
el miércoles por la mañana.

De esta manera cosemos la ropa,
cosemos la ropa, cosemos la ropa,
De esta manera cosemos la ropa
el jueves por la mañana.

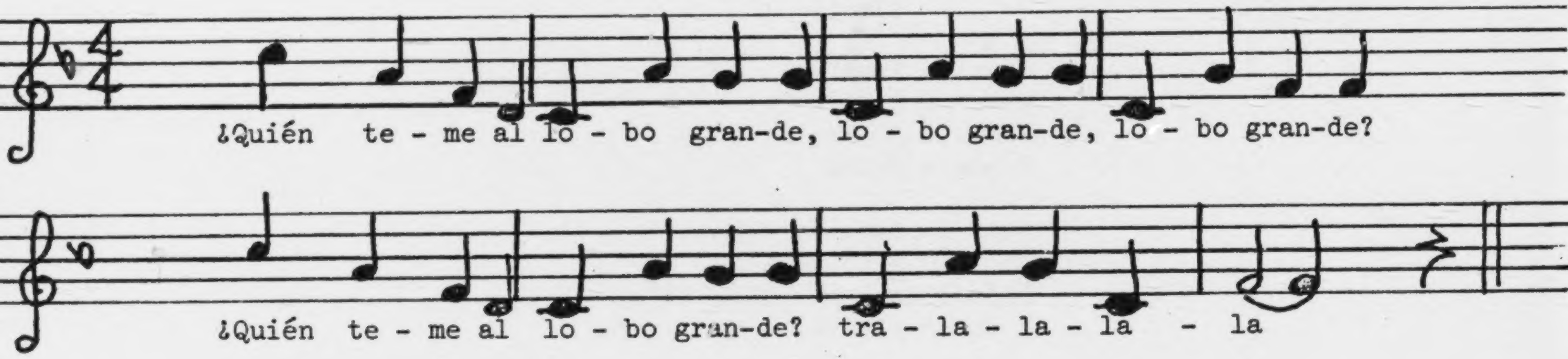
De esta manera limpiamos la casa,
limpiamos la casa, limpiamos la casa,
De esta manera limpiamos la casa el
viernes por la mañana.

De esta manera cocemos el pan,
cocemos el pan, cocemos el pan,
De esta manera cocemos el sábado
por la mañana.

De esta manera nos vamos a misa,
nos vamos misa, nos vamos a misa,
De esta manera nos vamos a misa el
domingo por la mañana.

¿QUIÉN TEME AL LOBO GRANDE?
(Who's Afraid of the Big Bad Wolf?)

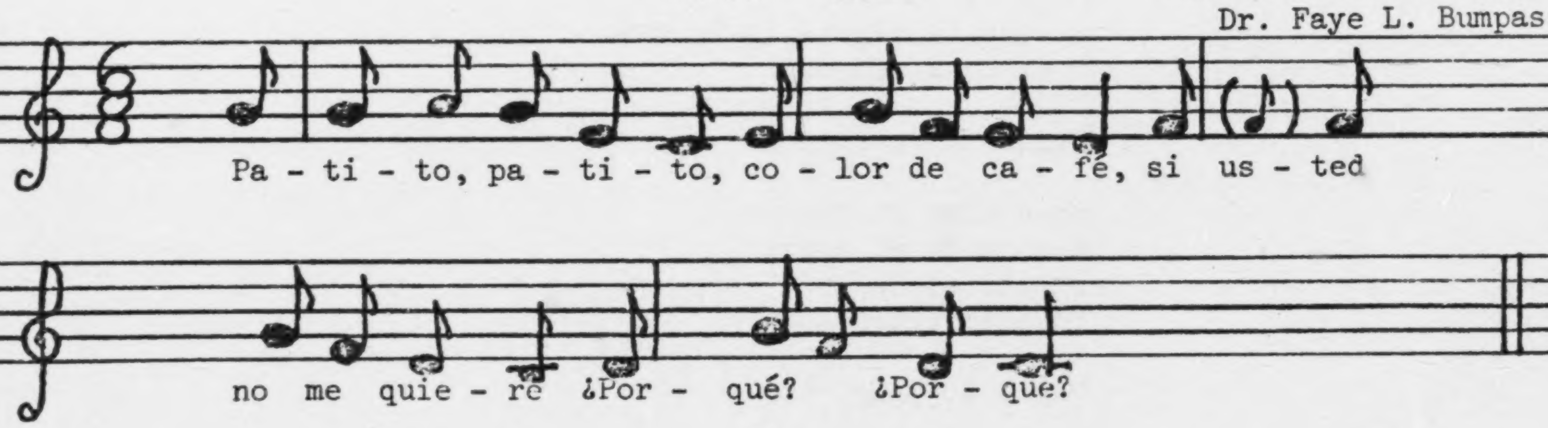
Derived from material by
Dr. Faye L. Bumpass

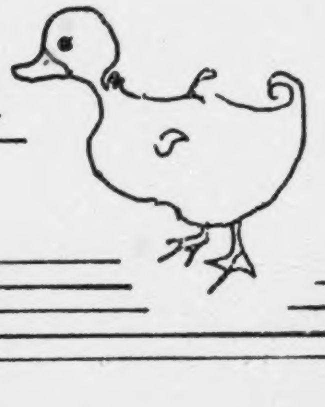

¿Quién te - me al lo - bo gran-de, lo - bo gran-de, lo - bo gran-de?
¿Quién te - me al lo - bo gran-de? tra - la - la - la - la

ENGLISH: Who's afraid of the big bad wolf, the big bad wolf, the big bad wolf?
Who's afraid of the big bad wolf? Tra-la-la-la-la.

PATITO' PATITO

Derived from material by
Dr. Faye L. Bumpass


Pa - ti - to, pa - ti - to, co - lor de ca - fé, si us - ted
no me quie - re ¿Por - qué? ¿Por - qué?



Little duck, little duck,
Little brown duck

If you don't like me,
Please tell me why!

VAMOS A JUGAR
(Looby Lou)

Vamos a jugar,
Vamos a jugar,
Vamos a jugar,
Vamos a jugar.

Meto la mano derecha,
Saco la mano derecha,
Sacudo la mano, así, así,
Y salto alrededor.

Vamos a jugar, etc.

Meto la mano izquierda,
Saco la mano izquierda,
Sacudo la mano, así, así,
Y salto alrededor.

Vamos a jugar, etc.

Meto el pie derecho,
Saco el pie derecho,
Sacudo el pie, así, así,
Y salto alrededor.

Vamos a jugar, etc.

Meto el pie izquierdo,
Saco el pie izquierdo,
Sacudo el pie, así, así,
Y salto alrededor.

Vamos a jugar, etc.

Meto la cabeza,
Saco la cabeza,
Sacudo la cabeza, así, así,
Y salto alrededor.

Vamos a jugar, etc.

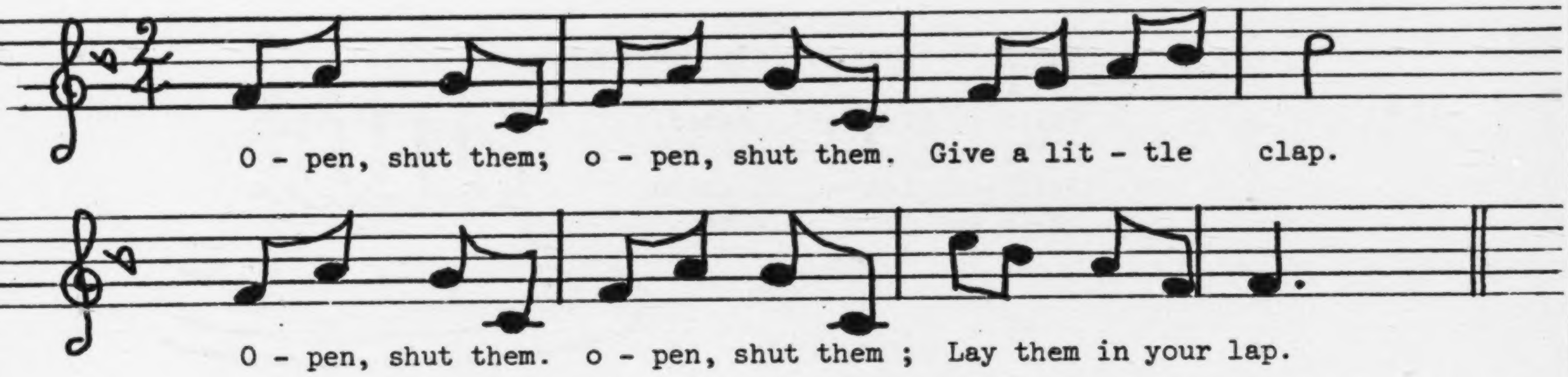
Meto todo el cuerpo,
Saco todo el cuerpo,
Sacudo el cuerpo, así, así,
Y salto alrededcr.

Vamos a jugar, etc.

Other parts of the body may be included.

OPEN' SHUT' THEM

Derived form material by
Dr. Faye L. Bumpass


2/4
O - pen, shut them; o - pen, shut them. Give a lit - tle clap.
O - pen, shut them. o - pen, shut them ; Lay them in your lap.

2. Creep them creep them, creep them creep them Right up to your chin.
Open wide your little mouth, But do not let them in.

3. Open, shut them, open, shut them; To your shoulders fly.
Let them like the little birdies, Fly up in the sky.

4. Falling, falling, falling, falling, Almost to the ground.
Quickly raising all your fingers, Twirl them round and round.

SPANISH: Á-bran-las, cierrénlas,
Á-bran-las, cierrénlas,
Pla-pla-pla-pla-pla.

Á-bran-las, ciérrenlas,
Á-bran-las, ciérrenlas,
Pónganlas acá.

FELIZ CUMPLEAÑOS
(Happy Birthday or Good Morning)

Feliz cumpleaños a usted.
Feliz cumpleaños a usted.
Feliz cumpleaños, mi amigo,
Feliz cumpleaños a usted.

GOOD MORNING
(note meter change)

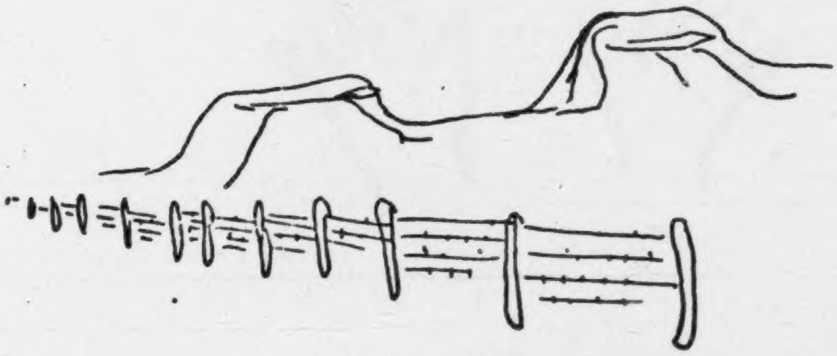
Buenos días, a ti.
Buenos días, a ti.
Buenos días mi amigo---or---Buenos días(Name of child).
Buenos días, a ti.

ALLÁ EN EL RANCHO GRANDE

Allá en el rancho grande,
Allá donde vivía
Había una rancherita,
que alegre me decía,
que alegre me decía.

Te voy a hacer tus calzones,
como los usa el ranchero;
te los comienzo de lana;
te los acabo de cuero.

Nunca te fíes de promesas,
ni mucho menos de amores.
Que si te dan calabazas
sabrás lo que son ardores.



A-E-I-O-U

A Cancion de las vocales
mi gatita enferma está
No se si se curara
o si al fin se morirá
mi gatita enferma está.

E A mi me gusta el cafe
No se si le tomare
o si, al fin le dejare
A mi me gusta el cafe.

I Mi sombrerito perdí
Con un lazo caremesé
y un ramito de alhelí
mi sombrerito perdí.

O Tengo un bonito reloj
Mi papá me lo compró
Y ayer tarde se paró
tengo un bonito reloj.

U Ayer cantaba el cucú
en el arbol de bambu
¿Dime si lo oiste tú?
Ayer cantaba el cucú.

ADIOS, NINOS
(Good-by Children--Tune: Good Night Ladies)

Adios, ninos; adios ninas;
Adios, ninos
Que vayan con Dios.

ESTE ES EL MODO
(This is the Way--Tune: Mulberry Bush)

Asi nos lavamos las manos
Lavamos las manos, lavamos
las manos
Muy tempranito,
----lavamos los dientes
----peinamos el pelo

FRAY FELIPE

Fray Felipe, Fray Felipe,
¿Duermes tú? ¿Duermes tú?
Toca la campana,
Toca la campana
Tra-la-la, Tra-la-la.

LA RASPA
(The Slide)

Resbale así su pie;
Uno, dos y tres
Y ahora el otro pie,
Uno, dos, y tres.
(Repeat)
A la derecha, a la derecha,
A la derecha, a la derecha,
A la izquierda, a la izquierda,
A la izquierda, a la izquierda.

NOW IT'S TIME TO EAT
(Ya Es Hora De Comer)

Ya es hora de comer, de comer, de comer;
Ya es hora de comer, ¿Qué vamos a tener?
Ya es hora de jugar, de jugar, de jugar;
Ya es hora de jugar, ¿Qué vamos a jugar?
Ya es hora de leer, de leer, de leer;
Ya es hora de leer, ¿Qué vamos a leer?
Ya es hora de hablar, de hablar, de hablar;
Ya es hora de hablar, ¿Qué vamos a hablar?

Que vamos a-What are we going to ...

"LOS INDITOS"

Uno, dos, y tres inditos,
Cuatro, cinco, seis inditos.
Siete, ocho, nueve inditos.
Diez inditos son.

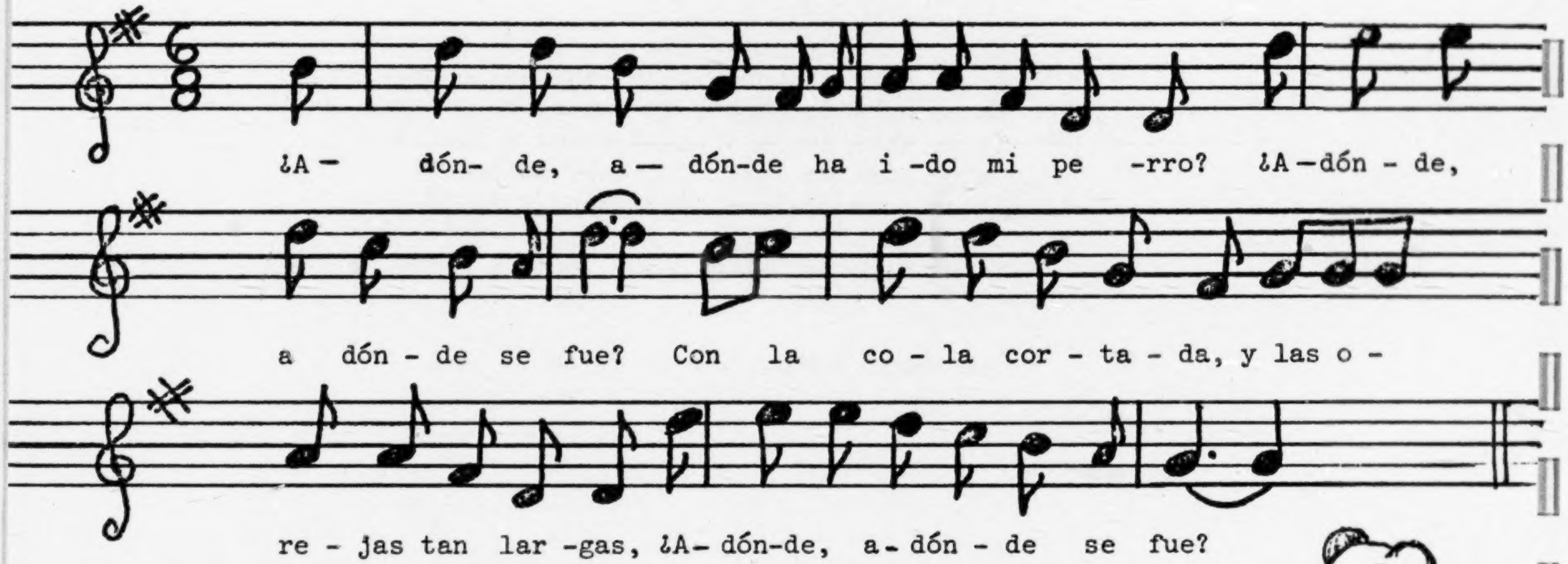
"EL CHARRITO"

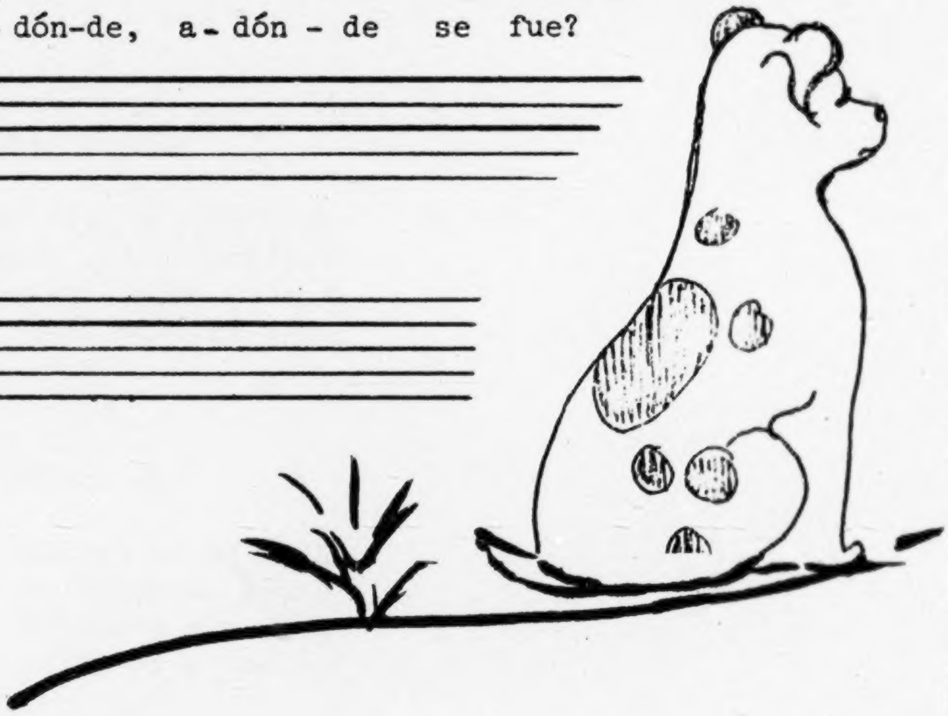
Allá en la fuente,
había un charrito,
se hacia grandote,
se hacia chiquite.

Y estaba de mal humor.
pobre charrito tenia calor.

Ahi va lahormiga
con su paraguas
y recogiéndose las enaguas,
Pero el charrito la salpicó
y sus chapetes le despintó.

WHERE O' WHERE HAS MY LITTLE DOG GONE?


¿A- dón- de, a— dón-de ha i-do mi pe -rro? ¿A—dón - de,
a dón - de se fue? Con la co - la cor - ta - da, y las o -
re - jas tan lar -gas, ¿A- dón-de, a- dón - de se fue?



LA CUCARACHA

La cucaracha, la cucaracha
ya no quiere caminar,
porque no tiene, porque le falta
dinero para gastar.

CIELITO LINDO
(traditional)

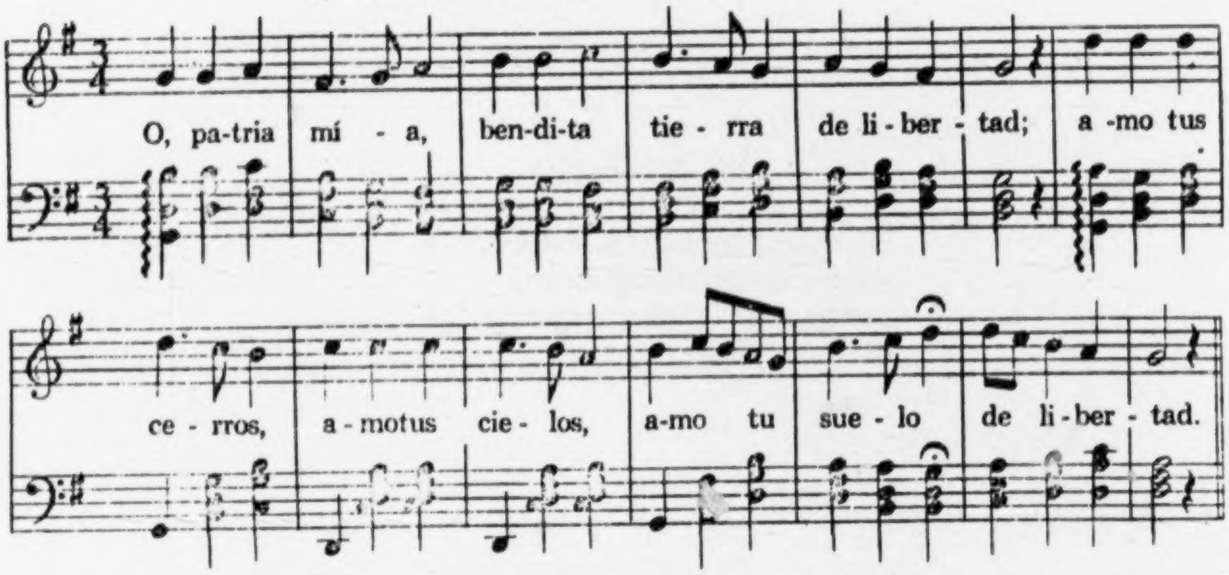
De la Sierra Morena,
Cielito lindo,
vienen bajando,
un par de ojitos negros,
Cielito lindo,
de contrabando.

Ay, ay, ay, ay,
Canta y no llores;
Porque cantando se alegran,
Cielito lindo,
los corazones.

IF YOU'RE HAPPY

Si estás contento y lo sabes,
Haz así (pla, pla, pla);
Si estás contento y lo sabes,
Haz así (pla, pla, pla);
Si estás contento y lo sabes,
tu cara lo enseñará,
Si estás contento y lo sabes,
Todo el mundo lo sabrá,
Si estás contento y lo sabes,
Haz así.(pla, pla, pla).

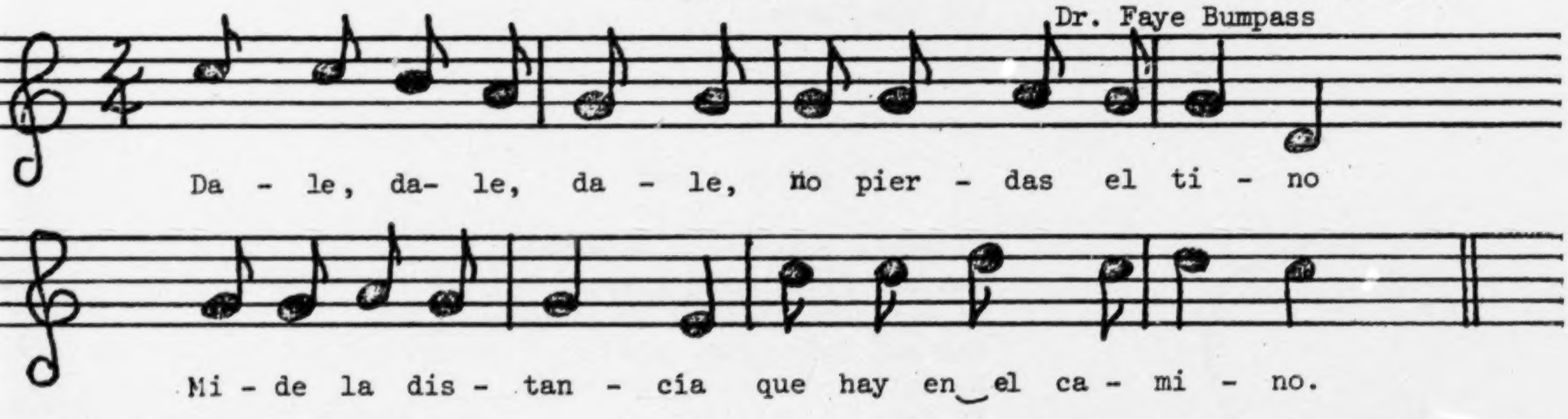
O PATRIA MÍA (My Country 'Tis of Thee)


O, pa-tria mí - a, ben-di-ta tie - rra de li - ber - tad; a -mo tus
ce - rros, a - motus cie - los, a-mo tu sue - lo de li - ber - tad.

OH, PATRIA MÍA	MY COUNTRY 'TIS OF THEE
Oh, patria mía,	Oh, my country,
Bendita tierra	Blessed land
De libertad.	Of liberty.
Amo tus cerros,	I love your mountains,
Amo tus cielos,	I love your skies,
Amo tus suelo,	I love your earth,
De libertad.	Of liberty.

LA PIÑATA

Derived from material by
Dr. Faye Bumpass


Da - le, da- le, da - le, no pier - das el ti - no
Mi - de la dis - tan - cía que hay en el ca - mi - no.

*CONSTRUCTING VARIOUS TEACHERS' AIDS

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[*] Material in this section adapted from Preschool Instructional Program for Non-English Speaking Children, Texas Education Agency, Austin, Texas, March, 1964.

I. Masks

Mask making is one of the oldest art forms; however, the purposes for which masks are used have changed through the ages. Masks have been used to serve serious ends as well as those of disguise and frivolity. Their purposes were religious, magical, ceremonial, and dramatic.

Today, in the classroom, mask making is one of the creative activities enjoyed by children of all ages. Primary children make masks for Halloween, parades, parties, or circus animals and in such unit studies as Indian cultures.

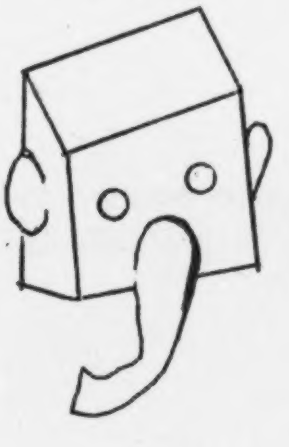
A. Paper Bag Masks

1. Materials

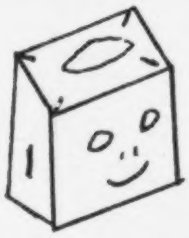
Paper bags, large enough to slip over head
Construction or poster paper
Scissors
Paste
Tempra paint or crayons
Scrap materials, such as yarn, bits of fur, ribbon, and raffia

2. Procedure

- Place bag over child's head to measure length and location of eyes, nose, and mouth. Excess length of the bag can be utilized either by folding under the extra length and creasing to strengthen the mask or by cutting inverted U shapes for the shoulders.
- Let the pupil locate with his fingers the places for the eyes, nose, and mouth. Mark the places gently with crayon.



- Remove sack from head and cut holes for the eyes, nose, and mouth. Sketch features.
- Decorate, using suggested art materials to make comical masks, decorative masks, or character masks, such as Indian medicine men, pirates, or animal heads.



Ear: Cut tab on ear to glue to mask.

Rolled cone-shaped nose or pyramid-shaped nose

Yarn or raffia mustache

3. Variations and suggestions

   - Substitute cloth bags, such as old pillowcases and feed sacks, for paper bags. Cut eyes, nose, and mouth. Tie corners for ears. paint features.

- Make stocking masks by stretching women's nylon stockings over head. Tuck top of stocking into shirt or dress top. Tie knot at top of head. Make yarn or raffia hair.

- Construct box masks, using boxes such as five-gallon ice cream cartons or cracker boxes. Face masks can be made from lightweight cardboard boxes, also.

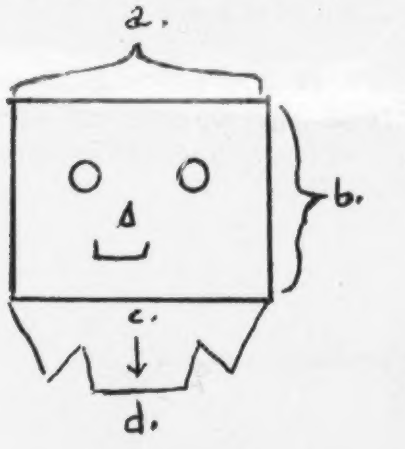
B. Pattern masks

1. Materials

Paste
Tempera paint
Elastic or rubber bands
24" (approximately) gummed paper tape
Colored paper
Scissors
Tagboard or other heavy paper
Scrap materials for features

2. Procedure

- Cut pattern from tagboard according to diagram shown.



a. Distance across forehead from ear to ear

b. Distance from hairline to jawbone, just in front of ear

c. Point of chin

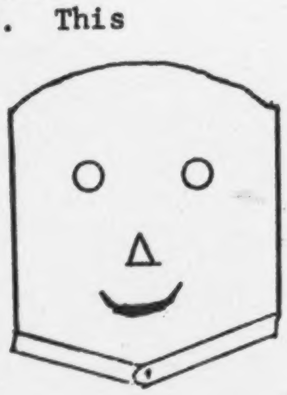
d. Distance from point of chin to neck

- Fold back chin flap. Fold the two points over each side of chin flap and staple. This curves the mask to fit the face.

- Decorate to fit purpose.

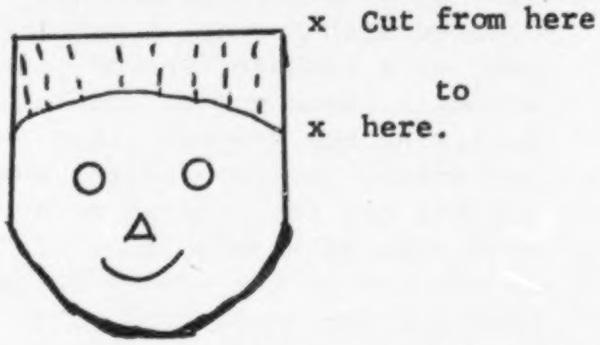
- Attach features after the tagboard is shaped to fit the face.

- Attach elastic band to hold mask in place.



3. Variations

- Make foundation for hair or headdress by extending the pattern 6" to 8" above the forehead space. Cut this section into strips. Fold and overlap these sections to fit the top of the head. Fasten with gummed tape to make a foundation for the hair or headdress.



- Try paper sculpture for masks. Take a strip of paper and bend around the head to find how long the paper will have to be. Use newspaper or scrap paper to practice cutting. When a satisfactory pattern has been designed, cut the mask from construction paper, tagboard, or some other stiff paper. Paint or color the mask. Salt in paint will create rough-texture effect.

C. Paper Plate Masks

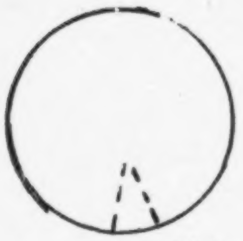
1. Materials

Paper plates
Tempera paint
Scissors or single-edged razor blade
Pencil
Yarn
Cloth or elastic for headband

2. Procedure

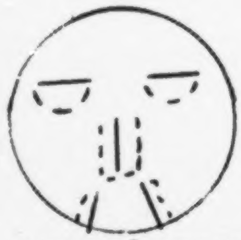
- Cut 2 slits about 2" deep and 2" or 3" apart in one edge of the plate. Overlap and staple together to form a chin cup.

- Locate eyes and draw a half circle for each. Cut around the shape, leaving the top portion attached. Fold up top flaps to make eyelids.

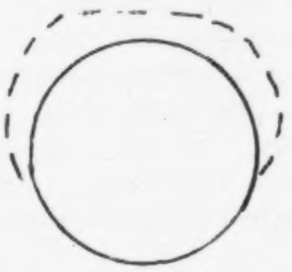


Cut slits.

- Cut out nose area. Nose may be left as a hole or it may be covered with a cone, a pyramid box, or a crumpled wad of paper. A comical nose may be created by outlining the desired shape on the plate. Cut around the shape, leaving the top portion attached. Mold this section so that it fits in place over the wearer's nose. Chin cup may be covered with yarn for a beard.



Cut and crease eyes.
Cut and crease nose
Fold and staple for chin.



- Embellish edges (if desired) by adding feathers, fur, cotton, or hair. Use scrap box materials in this way.

- Make a headband of a strip of cloth or elastic. Staple the mask to the headband.

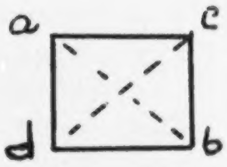
D. Folded Paper Masks

1. Materials

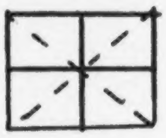
Square of paper (approximately 24")
Scissors
Paints
Other decorative materials.

2. Procedure

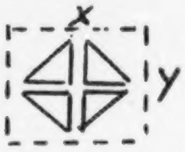
- Fold paper square diagonally, creasing line from a to b. Reopen and fold paper, creasing line from c to d.



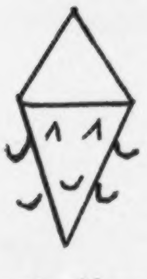
- Fold paper in half, repeating as in diagonal folds.



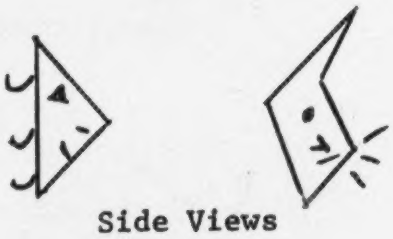
- Turn paper over.
- Fold each corner to center.



- Pinch x to y and fasten with a staple. This creates a pointed center to serve as the mask nose area.
- Use resulting shape for the mask. Add features by curling paper, pasting on shaped colored patches, yarn, or other means of decoration.



Front View



Side Views

3. Variations

II. Puppets

- Puppets are made to represent people, animals, and other movable forms. They are fun to make and manipulate. They give children a good opportunity to be creative in both the making and the using of them. They can make factual information, stories, and plays come alive. All that is essential is a need, an idea, and some materials.

- Primary children do best in making puppets of the simplest forms with a few decorative touches. Upper-grade children do well in making more elaborately constructed puppets with exaggerated features, more detailed hands and feet, and clever accessories.

A. Paper Bag Puppets

1. Materials

Small paper bag
Crayons or paint
String
Stuffing (cotton or tissue)
Colored paper, yarn, or other decorative materials

2. Procedure

a. Flat paper bag

- Paint or cut and paste head features on the bottom of the bag.
- Insert hand and manipulate.

b. Stuffed paper bag

- Make head features while bag is flat.
- Paint clothing on the rest of the bag.

- Stuff 1/3 of the bag with cotton or tissue, leaving it loose enough for the index finger to be inserted.
- Tie a string to divide head from the body.
- Cut arm holes for thumb and middle finger.

c. Stringed paper bag

- Paint facial features on flat bag.
- Cut lower 2/3 of bag into thin strips.
- Tie string around neck.
- Separate some strips for arms and tie at each wrist, leaving a long end on each in order to manipulate puppet.
- Tie at the waist.
- Tie at ankles to make a boy.

B. Sock Puppets

1. Materials

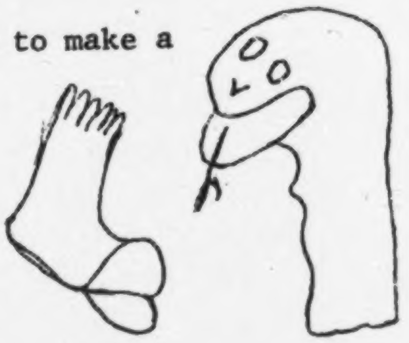
Sock
Crayons
String, yarn, or ribbon
Stuffing (cotton or tissue)
Decorative materials

2. Procedure

- Color facial features on toe of sock
- Stuff toe of sock and shape head.
- Tie neck section, leaving room for finger to manipulate head.
- Cut holes for fingers to represent arms.
- Add decorative materials.
- Pull sock down on wrist or arm.

c. Variations and suggestions

- Cut toe of sock. Insert gummed paper or sew in contrasting material to make mouth of animal.
- Use felt or other cloth to make a puppet of this type.



C. Heads-Up Puppets

1. Materials

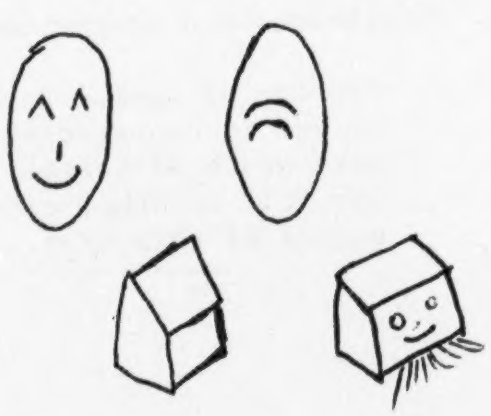
Tagboard or other heavy paper
Scrap decorations (yarn, buttons, ribbon,
feathers, and other decorative materials
Cloth
Staples

2. Procedure

- Make an egg-shaped head by cutting it from tagboard or other heavy paper.
- Apply face and hair.
- Staple a strip of tape across the back to slip finger through.
- Fold a 6" x 12" piece of cloth through the center.
- Sew up sides, leaving holes (or arms to make kimono-type sleeves).
- Cut hole for neck.
- Cut a slit down the back large enough for hand to go through.
- Gather or glue edge of neck hole around neck of puppet.
- Manipulate with index finger in head and thumb and second finger in armholes.

3. Variations and suggestions

a. Make a box head--Cut a head from stiff paper. Add features. Paste head to round, square, or other small box cover.



b. Make a "tube" head--Use a 2½" piece of small cardboard tubing. Paste colored paper to fit around roll allowing ½" overlap. Draw and color face. Add scrap material for facial features and hair.

c. Make a papier-mache head--Use a light bulb, ball of clay, balloon, or a ball of crumpled paper for the base. Cover base with wax paper to keep the outer covering from sticking. Use strip papier-mache. Build facial features as strips are applied. When thoroughly dry, cut down one side sufficiently to remove base. Piece back together with strips of paper towel. Paint the head with necessary features. Lacquer to preserve color. Make hands from papier-mache in mitten or glove shapes and sew into the sleeves.

A head may be made from papier-mache pulp. Make a tube of tagboard 2½" by 3" to slip loosely over finger. Model, using pulp. Make the head extra large because it shrinks in drying. Press onto top of tube. Model characteristic features, making them large and prominent. Place head in a container to dry. Paint and lacquer.

d. Make a vegetable or fruit head--Use potatoes, carrots, apples, turnips, or other fresh vegetables and fruits for heads. Use dress with kimono-type sleeves over hand. Use beads, buttons, or other material on pins for eyes.

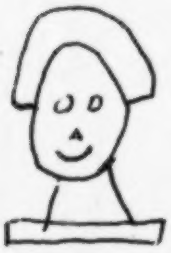
D. Finger Puppets

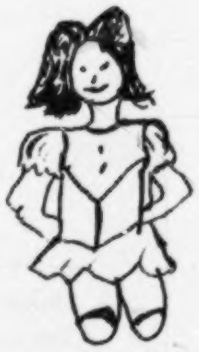
1. Materials

Colored paper or tagboard
Crayons or paint
Paste or tape

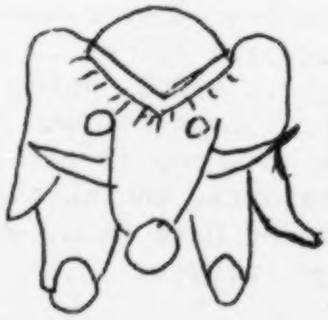
2. Procedure

- Draw person or animal and then color.
- Cut out design.
- Attach design to a narrow strip of paper that will go around finger.
- Measure strip to fit finger and paste or tape ends together, overlapping a little.





Use two fingers for legs of this puppet.



Use three fingers for this puppet.

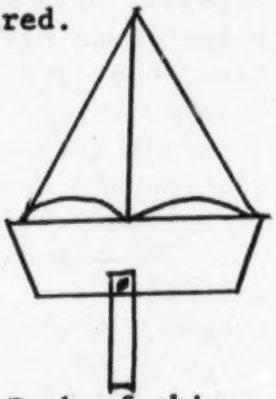
E. Stick Puppets

1. Materials

Tagboard or colored paper
Sticks
Crayons or paint
String

2. Procedure

- Draw and color puppet.
- Cut out and attach to stick.
- Attach strings if movement of arms, wings, and other parts is desired.



Back of ship

3. Variations and suggestions

- Tie stuffed paper bag puppets onto sticks and use as stick puppets.
- Make shadow puppets for stick puppets. Cut cardboard silhouettes and attach to sticks. Fasten suitable cloth, such as a discarded sheet or some muslin, to a frame. Place in front of a window with strong light, or use a flashlight or lamp behind the silhouettes (holding close to the cloth). Variations may be made by attaching movable parts. Attach fine wire or string to parts to be moved.

III. Piñata

A. Materials

Strip papier-mache
Tempera
Large balloon
Sequins or glitter
Hard candies (wrapped individually)

B. Procedure

- Inflate a large, round balloon.
- Cover it with several layers of stip papier-mache.
- Allow it to dry thoroughly.
- Paint the form and let it dry.
- Create designs by gluing on glitter, sequins, or other decorations.
- Deflate and remove the balloon.
- Cut a small hole at the top of the pinata.
- Fill the pinata with individually wrapped hard candies.
- Attach a string to it and hang it from the ceiling. (At parties, children are blindfolded and try to break the piñata hitting it with a stick.)

C. Variations and suggestions

- Cover the piñata with cotton batting.
- Use a mixing bowl and strip it with papier-mache. When it is dry, remove the mold and make a duplicate shape. Place the candy inside and tape the two sides together.

CASCARONES - A MEXICAN TRADITION AT EASTER

A. Materials

Eggs	Scissors	
Tissue Paper	Glue	Dye

B. PROCEDURE

- Crack and peel away the pointed end of each egg.
- Wash and dry eggs.
- Dye shells different colors and let dry.
- Cut confetti from tissue or crepe paper and fill eggs with about two teaspoons of confetti each.
- Cut tissue paper circles large enough to cover holes in eggs. Paste over holes. Let dry.

Tradition involves breaking the cascaron on the head of a favorite person unexpectingly.

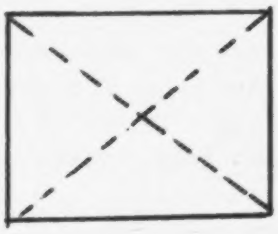
IV. Pin Wheel

A. Materials

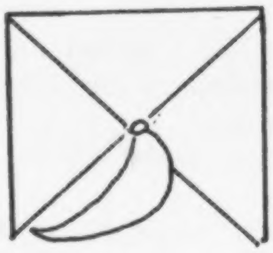
Paper soda-straw
Construction paper
Stick
Pin

B. Procedure

- Cut the construction paper into an 8" square.
- Fold the square to form 4 triangles.
- Cut along each fold to within 1" of the center.



- Lift the lower right-hand corner of each triangle and bring it across to the center of the square.
- Lay one corner upon another at the center.
- Stick a pin through the center of the pin wheel through a ½" piece of the soda-straw, and into the stick.



V. Science Equipment

1. Scales (balancing)

   - Attach 10" piece of wood vertically to a stand.
   - Make small hole through the top of the vertical piece of wood, about 1½" from top.
   - Cut top from a wire clothes hanger and place through hole.
   - Attach a piece of wire vertically to each end of the hanger.
   - Hang cottage cheese containers on each wire.

2. Terrarium

   - Use large glass container with an air tight covering.
   - Place a layer of gravel on the bottom.
   - Add a layer of charcoal (small pieces).
   - Add about 2" of sandy soil mixed with peat.
   - Dampen soil.
   - Add plants and cover the top.
   - Open lid a little when moisture droplets form on glass.
   - Place in light, but not in direct sunlight (will burn plants).
   - Make "desert" terrarium but water only with 1 t. of water per plant per week.

3. Insect Cage

   You will need: empty box (round or rectangular)
   discarded nylon stocking
   scissors
   wire or paper clip

   Cut open areas from the side or sides of box. Cut off feet of nylon stocking and tie a knot in the bottom. Pull the stocking over the box until it is snugly stretched over the bottom of the box. Put insects into the box, then tie a knot in the top of the stocking. Make a hanger from a piece of wire or paper clip. Slip the wire around the top knot and hang the cage. A round box will need three upright posts.

EVALUATION

Evaluation initiated in the 1969-70 project included pre- and post-testing of children utilizing the following instruments:

1. Peabody Picture Vocabulary Test given in English and Spanish (American Guidance Service, Inc., Circle Pines, Minnesota, 1965).
2. Audio tape recording in which children responded to four pre-determined questions related to a selected picture. (Questions and answers were in English and in Spanish.)
3. Diagnostic Sound Test (Golden West Publishing House, Huntington Beach, California, 1968).
4. Number Concept Development Checklist--locally developed.
5. Achievement Standards for Kindergarten (Physical Education in the Elementary School," Texas Education Agency, Austin, Texas, 1969).
6. Comparison of drawings made weekly by children.
7. Rating Scale (Macmillan Reading Readiness Test, Macmillan Company, New York, 1965).

RATING SCALE[1]

Child's Name ______________________

Characteristics:	Low	Average	High
Intellectual Development			
General mental development			
Listening comprehension			
Knowledge and concepts			
Language Development			
Vocabulary			
Sentence structure and length			
Maturity of pronunciation			
Physical Development			
Vision			
Hearing			
Muscular coordination			
General health and vigor			
Hand Preference			
R____ L____ Mixed ____			
Home Background			
Cultural-educational level			
Richness and variety of experience			
Parental interest in schooling			
Emotional and Social Development			
Self-reliance and independence			
Emotional maturity, self-control			
Group Participation			
Interest Development			
Attention during story reading			
Expressed desire to read			
Expressed desire to write			

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[1] MacMillan Co., New York, New York

Number Concept Development

As we have worked in the native language with children who came to school with various number concepts, we have tried to develop both relationships and concrete numbers through six.

Before beginning instructions in English, dealing with the same concepts, a survey of number skills may be helpful.

The following checklist should be completed now and in the latter part of the year. In each column, please indicate the most advanced response which is made.

NAME	Date ck'd.	SPANISH			Date ck'd.	ENGLISH		
		Rote counts to	Recognizes groups to	Reproduces groups to		Rote counts to	Recognizes groups to	Reproduces groups to

ACHIEVEMENT STANDARDS FOR KINDERGARTEN[1]

These achievement standards for kindergarten children are guidelines for observing each child's progress toward developing his physical skills. It is not intended to be a formal testing situation. Through daily observation, the teacher will know who can and who cannot do specific skills.

It is most important for the teacher to communicate with the child so he will know what to do and how to do it.

Activities Requiring No Equipment or Supplies:

1. Basic Movement

   - Walk, jump, hop, skip, gallop, slide, run, and leap.
   - Stand, sit, squat, fall, relax, start and stop.
   - Find a space on the floor without touching anyone or anything.
   - Move in space without colliding with others.
   - Move freely in many ways using large movements.
   - Know several ways that arms, legs, feet, and shoulders can move.
   - Walk forward, backward, and sideward on a walking board or on a straight line.
   - Mirror arm and/or leg movements.
   - Identify the following parts of the body:
     - Shoulders
     - Arms
     - Legs
     - Hips
     - Eyes
     - Ears
     - Knees
     - Ankles
     - Feet
     - Head
     - Mouth
     - Nose
     - Fingers
     - Toes

2. Rhythmic Activities

   - Recognize and clap even and uneven rhythms.
   - Form a single circle and move counterclockwise.

3. Game and Sport Activities

   - Start and stop on signal.
   - Tag a runner without grabbing his clothes or pushing.
   - Run without falling.

4. Gymnastics

   - Frog hop a short distance.
   - All-four walk a short distance.
   - Bear walk a short distance.
   - Log roll a short distance.

Activities Requiring Equipment or Supplies:

1. Basic Movement

   - Bend and stretch, swing and sway, push and pull, twist and turn, and shake and bounce.

2. Rhythmic Activities

   - Walk, hop, and jump to even rhythm.
   - Gallop and slide to uneven rhythm.
   - Swing and sway, bend and stretch, push and pull to even rhythm.
   - March along with marching music.
   - Start and stop with accompaniment.
   - Walk with a partner to accompaniment.
   - Imitate familiar animals and toys to accompaniment.
   - Know songs and perform several singing games.

3. Game and Sport Activities

   - Roll a large ball and hit a wastebasket from a distance of ten feet.
   - Bounce a ball five times using both hands.
   - Toss a beanbag into the air and catch it.
   - Toss and arm catch a ball from a distance of eight feet.
   - Pass objects of various sizes.
   - Jump over a slow swinging rope three times.
   - Play eight large and small group games.

4. Gymnastics

   - Take turns with equipment.
   - Crawl through a box without touching sides.
   - Walk a balance board forward, backward, and sideward.
   - Walk a balance board forward, turn, and return to starting place.
   - Walk a balance board with left foot or right foot always in front.
   - Log roll and forward roll.
   - Perform three stationary and two moving stunts.

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[1] Physical Education in the Elementary School, Texas Education Agency Austin, Texas, 1969.

REPORTS

Among the records which teachers are encouraged to keep, the following are of particular importance to the Bilingual Education Program:

1. Parent Involvement Report
2. Visitors' Report
3. Excursion Report
4. Consultant's Report

These reports serve a multiple purpose in that the teacher and the staff can assess the impact of the program, make decisions as to the needs of the individual teacher's program, and determine directions for future planning.

Parent Involvement

Parents' Name	Child's Name	No. of Classroom visits	Parent Involvement		Teacher Home Visits	Remarks
			Activities	Meetings		

Visitor Report

Teacher ______________________ Building ______________ Room ________

Date	Visitor	City	Title	Remarks

Excursion Report

Teacher ______________________ School ________________________________

Excursion	Date	Purpose	Participants

Consultant Report

Teacher ______________________________ Building ______________________________

Consultant	Date	Activity of Importance to Teacher

INSTRUCTIONAL MATERIALS

The following materials were purchased to meet the instructional needs of the kindergarten classes. This list does not include audio-visual materials, art supplies, furniture for housekeeping centers, room dividers, storage cabinets and tables and chairs.

Toys:	Source:
Wooden Puzzles	Creative Playthings
Cash Register	Ecco
Telephones	"
Picture Dominoes	"
Cubical Counting Blocks	"
Tonka Toys	Toy Box
Wrecker, Pickup, Dump Truck	
Sifo Dominoes	"
Play Money	Creative Playthings
Half Scale Blocks Unit Blocks	"
Sew So Boards	"
Peg Board Play Tiles	"
One Inch Beads	"
Parquetry Blocks	"
Shape Sorting Box	"
Bolt Tight	"
Wood Nuts & Bolts	"
Shape Dominoes	"
Wood Lotto	
Junior Handy Man	
Wood Acrobats	
Tinkertoys	
Fit a Number	Educational Science Service
Community People	"
Wild Animal Set	Community Playthings
Cutlery Holder	Hoover's
Boy Doll	"
Girl Doll	"
Stepping Stones	
Set dominoes	
Lego Building Set	
Scribble Stiks	
Fit-a-Space	
Matchmates	Creative Playthings
Hollow Blocks	"
Birds on a Tree	
Rising Towers	
Addition Cubes	
Peg & Pull Blocks	

Toys	Source
Layette Sets	
Ironing Board and Iron	
Dishes	
Cutlery	
Pots and Pans	
Housecleaning Set	

Books	Source
Spanish	
El Cuento De Ferdinando	Educational Reading Service
El Gato Travieso	
El Perrito	
Jorge El Curiso	
Mirate Los Ojos	
Mother Goose in Spanish	
Pelo Lacio, Pelo Rizo	
Tu Piel y la mia	
We Say Happy Birthday (Spanish)	
When We Go to School	
One Lumenario for Antonio	
Spanish Edition Early Childhood Series	Bowmar
Books in Series	Heffernan, San Antonio
Para Chiquitines	Bowmar Publishing
Your World (Spanish Version) Series	Taylor Publising
English	
Kinder Owl Books	Holt, Rinehart & Winston
Zoo Animals	Educational Reading Service
Golden Shape Books (Series)	Toy Box
Follet Beginner Books (Series)	"
Little Golden Books (Series)	"
Whitman Books	"

Records	Source
Spanish Albums	
Las Marcha de las Letras	La Feria, Lubbock
El Raton Vaquero	"
Los Tres Cochinitos	"
Winnie Puh	"
Hola! Vamos a Cantar	Shawnee Press

Records	Source
Vamos a Cantar	Educational Reading Service
Paso a Paso	
Children's Songs of Mexico	
Child's Introduction to Spanish	
Musica Y Canto Escolar	Heffernan
Cri-Cri El Grillo Cantor	"
Los Amigos de Cri-Cri	"
Juegos Infantiles de Mexico	"
Juegos Infantiles Cia	"
Regalos Navidenos	"
Juegos Infantiles	"
Cri Cri	"
El Raton	"

English Albums

Rhythmic Activities #1	Educational Record Sales
Child Craft Record Series	"
Action and Initiative Rhythms	Rhythm Record Co.
Nursery Songs and Rhythms	"
Kindergarten Songs and Rhythms	"
Preschool Physical Fitness	"
Words and Movement	"
Preschool Activities	"
Hand Rhythms	"

Language Materials	Source
Peabody Language Kit, Level P	American Guidance Service, Inc.
Laguna Language Series (Spanish)	Kenworthy (Sound Photo)
At Play (We Learn English Series)	American Book
Picture Cards (We Learn English Series)	"
Oral Language Program	Southwestern Cooperative Educational Laboratory, Albuquerque
Region One Curriculum Kit (ROCK)	Region I Education Service Center, Edenburg
Language Experiences in Early Childhood	Encyclopedia Britannica
TRY Language Experiences	Noble and Noble
Advantage	Prentice Hall
Tell Again Nursery Rhyme Cards (Spanish)	McGraw Hill
Instructo Flannelboard Aids	Ecco School Products
Flannelboards	

Number Concepts* Materials	Source
Cubical Counting Blocks	Ecco
Elementary Mathematics Programa--K	Science Research Associates
Greater Cleveland Mathematics Program--K	"
Seeing Through Arithmetic (Pre-Primary Program)	"

Social Studies Materials	Source
People in Action Level A	Holt, Rinehart & Winston
Human Development Manuals	Human Development Training Institute
Beginning the Human Story	Scott Foresman & Co.
Investigating Man's World	"
Day by Day Calendars	Hoover's

Science	Source
Aquariums and fish	T. G. & Y. Stores
Teaching Picture Packets	David C. Cook
Beginning Science Materials--A Modern Approach	Holt, Rinehart & Winston
Sounds I Can Hear	Scott Foresman
Sense and Tell--Primary Science	"
Health for All (Kindergarten Charts)	"
Science is Wondering (K)	"
Health & Safety Highlights	"
Portable Oven	Furr's
Hotplates	"
Cages	Petland
Gerbils	"
Magnifying Glass	Creative Playthings
Teleidoscope	"
Giant Super Magnet	"
Thermostat Four Egg Incubator	"
Food Models and Display	National Dairy Council
Pre-Cut animal cage and and farm kits	Hester's Hardware, Lubbock

Art Materials	
Kindergarten Arts & Crafts	Ecco School Products

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*Manipulative materials which aid in the development of number concepts have been listed under "Toys."

Music Materials	Source
Making & Using Classroom Instruments	Feron Company
First Rhythm Band	Educational Record Sales
Children's 8-Note Xylophone	Rhythm Band, Inc.
Melodie Bells	Ecco School Products

Physical Education Materials	Source
Hula Hoops	T.G. & Y. Stores, Lubbock
Rubber Balls (3 sizes)	Toy Box, Lubbock
Punch Clown	Toy Box, Lubbock
Rider Roller	Creative Playthings
Jump Rope	Holts Sporting Goods, Lubbock

APPENDIX

RECIPES

Teachers and parents frequently discuss the eating habits of children. Since a great deal of emphasis is placed on the classroom opportunity to teach health, safety, and food handling through weekly food preparation units, the following menus and recipes may be helpful. It may be readily observed that the Mexican-American youngster eats a variety of foods while his family may reserve foods such as enchiladas, tacos, tamales, etc., for special occasions.

Several recipes which are uniquely related to Mexican cooking are included.

Dulces de Calabaza

1 small pumpkin
5 lbs. of sugar

Slice pumpkin, remove the seeds, and peel. Cut slices in squares. Soak in lye water over night. Dissolve sugar in a large pan of water, bring to a boil, when the sugar turns into syrup, turn stove down to low heat. Put pumpkin into syrup.

Cook until crystal like. Remove from pan, place on wax paper to cool.

Champurrado

*Pinolillo
Corn
Cocoa
Milk
Sugar

Put a little water in sauce pan, bring to boil and add one tablespoonful of Pinolillo.

Mix and add one cup of milk. Bring to desired thickness.

For more, multiply recipe. Use it hot or cold.

* Pinolillo is made by roasting the corn and grinding very fine. For 2 cups of ground corn, add about 1/2 cup of sugar and 1/4 cup cocoa.

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